DOCUMENT RESUME

ED 450 587 FL 026 603

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TITLE The ABCs Of English Immersion: A Teachers' Guide.
INSTITUTION Center for Equal Opportunity, Washington, DC.
PUB DATE 2000-00-00
NOTE 49p.
AVAILABLE FROM Center for Equal Opportunity, 815 15th Street, NW, Suite 928, Washington, DC 20005; Tel.: (202) 639-0803; Fax: (202) 639-0827; Web site: http://www.ceousa.org.
PUB TYPE Collected Works - General (020)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Bilingual Education; Bilingual Education Programs; Elementary Secondary Education; *English (Second Language); *Immersion Programs; Language Attitudes; Language Planning; Limited English Speaking; Official Languages; *Politics of Education; Public Policy; Second Language Instruction; Second Language Learning; Tables (Data)
IDENTIFIERS Proposition 227 (California 1998)

ABSTRACT

This guide, provided by a partisan education policy public interest group, seeks to answer the most frequently asked questions about teaching, designing, and evaluating an English immersion classroom and the research underpinnings in favor of English immersion. This guide aims to help teachers and policymakers better understand what English immersion is all about and the specific difficulties that affect English language learners (ELLs) at different grade levels, especially older students. After an introduction by Linda Chavez, the guide is divided into three parts and nine chapters. Part 1, "Why English Immersion?" has two chapters: "Is One Year Enough? Can English Learners Attain Proficiency in One-Year Immersion Programs" by Christine H. Rossell; and "What Works? What the Research Says" by Russell Gersten. Part 2, "Nuts and Bolts" has five chapters: "English Immersion for All Grades: The Bethlehem, PA English Acquisition Program" by Ann Goldberg; "Teaching Juan and Maria to Read: Reading Instruction Techniques for English Learners in Primary Grades" by Janet Siano; "Teaching English to High School Students" by Richard K. Munro; "The Design and Implementation of an English Immersion Program" by Kevin Clark; and "Bibliography of Successful Reading Texts: Recommended Materials for Scripted English Immersion" by Douglas Lasken. Part three, "The Law" has the final two chapters: "It Works, But Is It Legal? What You Should Know About English Immersion Programs and the Law" by Jim Littlejohn; and "State Requirements for Educating English-Learners" by Anita Garcia and Cynthia Morgan. Numerous data-rich tables are included. (KFT)

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THE ABC'S OF ENGLISH IMMERSION

A TEACHERS' GUIDE

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THE ABC'S OF ENGLISH IMMERSION
A TEACHERS' GUIDE

Linda Chavez
President

Center for Equal Opportunity

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INTRODUCTION

By Linda Chavez

The education of English-learners has been a concern of mine since my days as the editor of *American Educator* magazine at the American Federation of Teachers, a concern I shared with the late AFT President, Al Shanker. Although there has always been a variety of programs designed to help English-learners enter the mainstream, bilingual education has been the "preferred" method.

Despite this, as early as the late 1970s concerns began to emerge over the lack of solid results for this approach. My concerns were only intensified when my own son was nearly placed in one of these programs simply because of his Spanish name. The teachers wrongly assumed that he needed help with his English, when in fact he speaks virtually no Spanish or any language other than English.

Indeed, parents' complaints against bilingual programs grew stronger as time went on: A poll conducted by the U.S. Department of Education in the1980s showed little support for the program among immigrant parents. It was little wonder, considering that children in many of these programs spend 80 percent of their school day listening to their teachers speak languages other than English. Parents were right to ask, "How are students supposed to learn English if they hardly ever hear it spoken, much less speak it?"

It is unfortunate that bilingual education now bears little resemblance to the program begun 30 years ago, which was supposed to help Hispanic children learn to speak, read, and write in English as quickly and effectively as possible. Today, bilingual education deliberately delays children from learning English on the mistaken assumption that kids need to receive five to seven years of formal classroom instruction in their native language before they can learn English. The research does not support these claims.

The ongoing debate over how best to educate English-learners finally came to a head in 1998 when California voters approved Proposition 227. This initiative replaced more than 20 years of state-mandated bilingual education with what was considered a new approach—structured English immersion. Many educators in California complained bitterly that this approach was a new, evil creation of the initiative's sponsor: a return to the bad old days of "sink-or-swim," where students had to learn English on their own and were allowed to fail if they didn't.

What the critics ignored is that an English immersion program specifically designed to meet the needs of English-learners is really not new. In fact, immersion is how the vast majority of non-Spanish-speaking LEP students are educated, with great success. It is only Hispanic students who have been forced to participate in bilingual programs, generally to their detriment. It was this fact which led voters to replace the program in California.

In the two years since this change was made in California schools, the test scores for English-learners have increased dramatically. And the districts that aggressively implemented the English immersion program have consistently shown higher rates of improvement than the districts that maintained large numbers of their students in bilingual programs through the parental waiver provision.

This success, which has received a great deal of national media attention, has led to a clear call for reform. School districts—from New York City to Houston to Chicago and elsewhere—are reevaluating their programs for English-learners and focusing on teaching more English sooner. Educators across the country, eager to replicate the success in California, are seeking information on structured English immersion.

The Center for Equal Opportunity is proud to offer *The ABC's of English Immersion: A Teachers' Guide*. In it, we attempt to answer the most frequently asked questions about teaching, designing, and evaluating an English immersion classroom and the research underpinnings in favor of English immersion. With the help of this guide, teachers, administrators, and policymakers will reach a better understanding of what structured English immersion is all about, and the special difficulties that affect English-learners at different grade levels, especially older students.

WHY ENGLISH IMMERSION?

Is One Year Enough?

Can English Learners Attain Proficiency in One-Year Immersion Programs?

By Christine H. Rossell, Ph.D.

How long should limited-English-proficient (LEP) students be in a sheltered English immersion classroom, or for that matter any language acquisition program? This is the most common question asked by teachers, policymakers and the public. Unfortunately the answer provided by some researchers is to another question entirely: How long does it take the average LEP student to attain the average English language achievement of fluent English speakers or a test publisher's criterion for English proficiency?

Proponents of this second question, however, are simply wrong in believing that knowing how long it takes an LEP child to achieve parity with native English speakers, or to be classified "proficient" on an English proficiency test, tells us how long they need special education services or how long they should be in a sheltered immersion classroom.

Some researchers jump to the conclusion that the number of years it takes LEP students to reach the average for native English speakers or the publisher's criterion for English proficiency is the number of years these children need special education services. There are two reasons why this conclusion is unwarranted. First, the researchers who have reached this conclusion (Hakuta, Butler, and Witt, 2000) have not used a research design that could determine this. Second, parity with English speakers on English proficiency tests or standardized achievement tests is a badly flawed standard for determining fluency in English. Half of all *native English speakers* cannot achieve the average standardized test score for native English speakers, and almost as large a percentage cannot achieve the publisher's criterion for English proficiency.

Children can be fluent in English, indeed they can know no language other than English, and yet fail to achieve the publisher's criterion for English proficiency. All language proficiency tests, whether they are administered only to LEP students (and called English proficiency tests) or to English-speaking students (and called achievement tests), are norm-referenced on fluent English speakers and are tests of the ability to speak and understand a language ***and*** tests of academic ability in that language. The publishers select a score on the English proficiency tests that they claim denotes whether a student is a fluent English speaker, but in fact there are English monolingual students who will score below whatever score is selected unless it is zero. Typically the publishers select a score that can only be achieved by about 60 percent to 70 percent of the English monolingual students.

The test scores only tell us who knows more and who knows fewer answers to the items on the test. These items are deliberately selected to produce a normal curve among English-speaking students, and the test scores are highly correlated with socioeconomic status.

LEP students who score low in English often score low in their native tongue because the tests also measure academic ability, not just fluency. Illustrative of this phenomenon is a study of relative language proficiency among Hispanic students in California by Duncan and De Avila (1979). A majority (54) of the 101 students classified by the Language Assessment Scales (LAS) as limited or non-proficient in English were also classified as limited or non-proficient in Spanish. Of the 96 students found to be limited or non-proficient in English, fewer than half (42) were considered proficient Spanish speakers according to their Spanish test score.

HOW LONG DO LEP STUDENTS NEED EXTRA HELP?

Some researchers (Hakuta, Butler, and Witt, 2000) mistakenly assume that students are always helped by special education services. It really depends on whether the problem has been accurately diagnosed and what the treatment is. If, for example, English-proficient stu-

dents are incorrectly classified as LEP simply because they score below average on an English proficiency test, they will undoubtedly be helped if the treatment is after-school instruction or tutoring in English and other subjects that is tailored to their needs.

However, the typical treatment for a student who has been diagnosed LEP occurs during the school day so the student receives no additional instruction. The treatments are: (1) a bilingual education program with native tongue instruction if students are believed to be from a Spanish-speaking family and there are enough of them to fill a classroom; (2) an ESL pullout program; or (3) a structured immersion program, that is, a self-contained classroom of LEP students taught in English at a slower pace than in the mainstream classroom.

A bilingual education program in Spanish cannot help, and probably harms, a child who does not speak Spanish. Further, such inappropriate treatments do in fact occur as a result of erroneous classifications produced by English proficiency tests. For example, from 1975 to 1996 in New York City, all Hispanic students were forced to take the Language Assessment Battery (LAB) regardless of their home language. If Hispanic students scored below the 40th percentile and there were enough students to fill a classroom, they were placed in Spanish bilingual education classrooms.

In 1996, the NYC school board began to require that newly enrolled Hispanic students be from a home where a language other than English was spoken before they could take the LAB. The number of students classified as LEP declined by 20,000 in New York City when this policy change was implemented. Thus, at a minimum, 20,000 Hispanic students were incorrectly classified as LEP solely because they scored below the 40th percentile; and some unknown percentage were assigned to a Spanish bilingual education program, although they did not speak Spanish. It is hard to imagine how this "special service" could help the English proficiency of these children.

IS A YEAR IN STRUCTURED ENGLISH IMMERSION ENOUGH?

What little research there is suggests that although it could take a decade for a student to reach the highest level of English language achievement they are capable of—with students who come to the U.S. at earlier grades reaching it sooner than students who enter in the later grades (Rossell, 2000)—virtually all students understand enough English sometime during the first year to be able to comprehend English instruction.

According to Glenn and De Jong (1996), the common European program for immigrant children is to integrate kindergarten children immediately into the mainstream classroom but also to provide a "reception" class for one year for those who arrive after the usual age for beginning school. In the reception classes, the focus is on laying the foundation for enrollment in the mainstream classroom. The Europeans have no illusion that the language barrier will be overcome in a year, but they do believe that a year will provide a solid foundation for older students, and that the language barrier will only be overcome when the immigrant children are enrolled in a classroom where they can interact with native speakers of the target language.

These one-year programs are also found in the U.S. under a variety of labels. McDonnell and Hill (1993) found "newcomer" schools for immigrant children in every school district they studied, including three California school districts: San Francisco, Los Angeles, and Visalia. The length of time for students in the newcomer school was six months to a maximum of one year. McDonnell and Hill describe them as follows:

> The newcomer schools in our sample are impressive places: In their clear sense of mission, innovative curricula, professional teaching staff, and links to the larger community, they represent the kinds of schools to which all children, immigrant and native born, should have access.... The newcomer schools in our sample are all self-contained programs that students attend full-time for one or two semesters [emphasis added], and all but the Los Angeles high school operate in physically separate locations. However, there are a variety of other newcomer models, including ones that students attend for half the day and then spend the remainder of the day in mainstream classes. In contrast to the schools in our sample, in which students from across a district are transported to a single site, some districts, such as Long Beach, operate newcomer classrooms on as many as a dozen different campuses. (For a description of these other program models see Chang, 1990; McDonnell and Hill, 1993, pp. 97-98.)

In addition to newcomer schools, there are one-year immersion programs for kindergarten students all over California and other states. In Chelsea, Mass., there are one-year kindergarten immersion programs for Cambodian and Vietnamese students. In New York City, there are a number of one-year kindergarten immersion programs (all of them called bilingual) for non-Hispanic LEP students, as well as entire schools for newcomers. One in particular is the one-year kindergarten immersion program for Chinese students at the Sampson School (P.S. 160) in Brooklyn.

In Boston, there is a one-year kindergarten immer-

sion (called bilingual) program for Cape Verdean students at the Mason School. Although parents of Mason students have the option of sending their children to a Cape Verdean "bilingual" program at another school for first grade, very few do that. The conclusion of the teachers and the parents of LEP students at this school is that one year is enough. Within one year, students comprehend enough English to be active participants in the mainstream classroom, although they have a long way to go before they reach their full capacity in English.

In California, Proposition 227 was deliberately worded by its sponsors in an attempt to limit the time period in a separate below-grade level classroom to one year. It was worded this way not because anyone thinks non-English speaking children will have mastered English in one year but because evidence suggests that sometime during their first year, immigrant children will understand enough English so that they will be better off in a grade-level mainstream classroom than in a remedial classroom. Further, because of the biases in the reclassification tests, if the legislation did not specify a time limit, more than half of these children would never be mainstreamed, no matter how fluent they were in English.

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What Works?

What the Research Says

By Russell Gersten

The effective instructional practices discussed here are based on a research study funded by the U.S. Department of Education.[1] The three-year study looked at elementary and secondary programs in nine exemplary schools that used English immersion rather than bilingual education for teaching English learners. There is often confusion about what exactly English immersion means. English immersion is not a "sink or swim" approach in which non-English speakers are thrown into regular classes without special assistance. Such an approach is not only a harsh one, but is illegal under current federal law. Instead, English immersion requires teachers to use English as the *primary* language of instruction, with vocabulary, syntax, and content suited to the child's grade level and comprehension.

¿NO HABLO ESPAÑOL?

Teachers do not need to speak or understand any language other than English in order to teach non-English-speaking children successfully. By the same token, although English immersion teachers generally use English in the classroom at least 70 percent—and as much as 100 percent—of the time, teachers and students both may use a child's native language for some purposes. A teacher might use Spanish, for example, in comforting a child or explaining a difficult concept or clarifying terms. A student may use his or her native language to ask or answer a question when his or her English is not sufficient. However, the research suggests that extensive native language use is neither required nor necessarily an important aspect of successful programs.

Teachers may use aides or other children who understand the native language being used, and from these interactions, begin to develop understanding of concepts in English. Students should be encouraged, but never forced, to express their thoughts in English.

Students also may be paired with other children from the same language backgrounds to collaborate on tasks during instruction and activities. The more fluent English-speaking students can assist the less fluent students with understanding the teacher's instructions and classroom assignments. Another useful strategy is to encourage students to use bilingual dictionaries.

PROMOTING UNDERSTANDING

Teachers must monitor student progress in completing tasks and should adjust their use of English to make content easier to understand. Many successful teachers also provide immediate academic feedback individually to students.

It is also important to spend most of the instructional period on academics and subject matter instruction to make sure students can keep up and understand the lesson. Teachers should ensure that instruction continues at a steady pace and have high expectations for student achievement.

In the example below, one exemplary teacher named Donna adapted these effective teaching principles to ensure comprehension with her language-minority students. Donna's third-grade class contained students who spoke at least seven different languages, including Spanish, Vietnamese, and Cambodian. Donna spoke only English.

Donna began by reading the story, Bringing the Rain to Kapiti Plain, *by Verna Aardema. She spoke to the students in a clear and slow voice. She also intentionally avoided synonyms and used a consistent vocabulary. Both of these strategies really increased student involvement and comprehension in the lesson (as judged by eye contact maintained).*

After reading two or three pages of the story, Donna paused

This article is based upon the paper, "Toward an Understanding of Effective Instructional Practices for Language Minority Students: Findings From a Naturalistic Research Study," by russell Gersten, Thomas J. Keating, and Susan Unok Brengelman, READ Perspectives, *Spring 1995 Vol. II, 1.*

[1] *A Descriptive Study of Significant Features of Exemplary Special Alternative Instructional Programs,* by Tikunoff, Ward, van Broekhuizen, Romeor, Castaneda, Lucas, and Katz (1991).

to check on their understanding:

DONNA: What does the bow do?

STUDENT: Shoots arrow...

[The question is intended to assess whether the student understood a vocabulary word, "bow." Because the boy in the story is portrayed as a hero who causes rain to fall by shooting a feather from his bow into a cloud, it made sense that some children might benefit from hearing an explanation of this key word.]

DONNA: What does he hope will happen when he shoots the arrow?

STUDENT: The rain. [He motioned rain falling.]

DONNA: Right, the rain will fall down.

[This student understood both the point of the story and the question his teacher asked but was unable (or was afraid to) fully express his thoughts in English. Donna expanded the student's answer with the dual effect of affirming the student's response and providing a more complete English sentence for the others.]

As Donna read the story, she seized opportunities to teach vocabulary and engage the children in relevant ways.

DONNA: How many of you girls have earrings with holes in your ears? What are they called? Pierced. Pierced means you have a hole in it. If I take a piece of paper and cut it with scissors, it's pierced.

Donna cut a little hole in a piece of paper. She asked, "What's that word? Pierce."

She came back to this word later during this activity and repeated it. She also helped students relate what they knew to new situations and concepts. For example, she stressed the new word, "drought," by drawing students' attention to the then current weather pattern afflicting the Southwest.

PRACTICE MAKES PERFECT

In good programs, teachers provide as many opportunities as possible for students to use English in the classroom, either with peers or with the teacher. Teachers should structure classroom activities in a way that promotes continuous, active use of English.

In addition to providing ample opportunities for students to use English, students also need sufficient time to respond to questions in English. This additional time allows students to formulate their responses.

Teachers should facilitate student interactions by placing students in proximity to one another and setting up activities that require them to interact linguistically to complete tasks. Another way to create opportunities for students to express their own ideas in English is to provide engaging content to create a desire to communicate ideas. The following is an observation of a fourth-grade class of Latino students.

Students are sitting on the floor and the teacher begins to read a brief book, an Australian story about Wilfred Gordon McDonald Partridge, a woman losing her memory.

Ms. Tapia asks students to predict what the story will be about and prompts those who seem to need help with questions such as, "With a title like this and this picture on the cover, Fernando, what do you think this story will be about?"

At the conclusion of this brief story, Tapia asks, "What did you think about it?" One student answers, "It was kind of sad." Tapia responds, "How do you know?"

Miguel says, "Because old people." Since the idea is on the right track, even though it is incomplete, the response is evaluated for content rather than the extent that it conformed to correct language use.

Responses are never labeled right or wrong, but sometimes students are asked to explain the rationale for their answers or opinions. Jorge, for example, explains that he "liked it because it was sad and it was happy," and proceeds to provide several examples of sad and happy instances.

CONCLUSION

Teaching students for whom English is a second language is a serious issue because such students are often faced with the "double demands" required of needing to acquire a new language while mastering academic content material in English.

The two most important aspects of effective instruction for limited-English-proficient students are:

- Integration of instruction with English language development in subject areas.
- Promotion of active English use.

Teachers must recognize that language minority students face unique learning challenges that demand innovative practices. These practices are well within the grasp of committed teachers—whether monolingual or bilingual—who are provided with relevant knowledge, support, and professional development.

NUTS AND BOLTS

NUTS AND BOLTS

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English Immersion for All Grades

The Bethlehem, Pa., English Acquisition Program

NUTS AND BOLTS

By Ann Goldberg

In 1993, the Bethlehem School District in Bethlehem, Pa., decided that our bilingual education program was not producing the results we wanted. Students were taking too long to transition into mainstream English classes and spent much of their school day segregated from their English-speaking peers. Our district instituted a new English acquisition program focused on integrating limited-English-proficient (LEP) and non-LEP students and helping English learners make a smooth and rapid transition to English proficiency.

In the years since, we have conducted several parent and teacher satisfaction surveys and found a high level of support for the new program. Many English immersion programs like ours provide services to English learners through English as a Second Language (ESL) or English for Speakers of Other Languages (ESOL) pullout programs rather than all day self-contained programs like Structured English Immersion. A key element in using the ESL model is the collaboration between regular classroom teachers and ESL or ESOL teachers. In order for ESOL teachers to give students the background knowledge necessary for understanding content lessons and for actively engaging in classroom learning activities, they need to be constantly aware of both the difficulties common to students learning a second language and the specific problems of individual students. These difficulties are most easily observed and identified by the classroom teacher; however, the ESOL teachers need to know of problem areas in order to provide support for content area learning.

The specific criteria found in good ESL or immersion programs discussed here apply to mainstream classroom teachers with a mixture of LEP and non-LEP students, as well as ESL and ESOL teachers.

- English instruction should not focus on the teaching of "English lessons" or isolated English vocabulary or grammar, but should stress the learning of curriculum content, vocabulary, and grammar simultaneously.
- Teachers should also engage in ongoing curriculum adaptation, and continually monitor student progress to ensure the greatest opportunity for LEP students to use prior knowledge to master the curriculum.
- Instruction should be hands-on and rich in real objects and illustrations, rather than lecture. For beginner and intermediate level students, teachers should modify the assignments, requiring fewer spelling words (selecting those with the highest frequency), or requiring mastery of only three to five of the major concepts in social studies texts, rather than the entire set of chapter objectives.
- Teachers should modify their evaluation procedures, when necessary, by giving a test orally or requiring the mastery of content rather than form. The goal is to evaluate what students know and to build on student strengths.

GREAT PROGRAMS FOR ELEMENTARY STUDENTS

Teachers should focus on using literature-based reading programs that limit the use of traditional "high, middle, and low" reading groups, instead of placing LEP students in one reading group. Reading textbooks should contain authentic children's literature selections, grouped by themes. Books that are rich in vivid characters and content provide many opportunities for writing and energetic discussion. Thus English language instruction is organized around children's literature, content area subjects, and thematically integrated units of learning, avoiding instruction of isolated skills.

ESOL teachers should introduce new material through a variety of strategies prior to its introduction in the regular classroom. These language-rich, content-rich ESOL lessons prepare the students to participate in

This article is excerpted from "The Bethlehem, Pa., School District's English Acquisition Program: A Blueprint for Change," by Ann Goldberg, Mark Connelly, and Judith Simons Turner, READ Perspectives, *Fall 1995, Vol. II. 2.*

regular classroom activities with their English-speaking classmates once they have learned the appropriate background information and skills. ESOL teachers also follow up with a variety of other activities designed to clarify and reinforce the concepts presented in the reading series.

- Students should be taught English language skills—listening comprehension, speaking, reading, and writing—with an integrated approach.
- The content of ESOL classes should relate to the subject matter taught in the regular classroom, providing students with the benefit of comprehensible input.

ENSURING SUCCESS FOR MIDDLE SCHOOL STUDENTS

At the middle school level, the ESOL teachers should focus more on vocabulary and spend time discussing the meaning and historical events related to the reading materials. Students should be expected to write sentences, paragraphs, and stories. Discussions, debates, oral reports, drama, and choral reading should be encouraged. Students should also write in a personal journal for five minutes each day, with the ESOL teacher responding personally to each student in writing. These activities provide meaningful integration of content, life experiences, and second language development for the students.

ENGLISH ACQUISITION AT THE HIGH SCHOOL LEVEL

Advanced level LEP students should be enrolled in regular mainstream classes such as English, math, science, and social studies as much as possible. These students should also receive one or two extra periods for ESOL support and reading in the content areas.

Regular assessment of LEP student progress is also an important element in successful programs. Teachers should gather information in student portfolios for review by the staff. This allows teachers to judge and compare student readiness to enroll in more mainstream classes. Teachers should meet to define expectations and to decide which students will take group tests and which students will continue to need individual monitoring. Language proficiency level determines the courses scheduled for a student and the amount of time profitably spent in regular classes.

THE STAGES OF ENGLISH LANGUAGE ACQUISITION

These stages are not exact points but describe a range in the English acquisition process for students. This guide will help teachers assess the progress of their LEP students.

Listening and Speaking, Stages of English Development

Stage 1:
- Understands little or no English.
- Uses no English except for a word or two.
- Names objects.

Stage 2:
- Understands only slow, simple speech; requires repetitions.
- Speech is slow except for short patterns.
- Is able to use functional words and phrases.
- Is unable to use English for significant communication.
- Vocabulary is limited to basic personal and survival areas.

Stage 3:
- Understands simplified speech with repetitions and rephrasing.
- Speech is hesitant and uneven; some sentences left incomplete.
- Uses simple speech and gestures with predominantly present-tense verbs.
- Demonstrates errors of omission; leaves words out; leaves endings off.
- Vocabulary is limited, preventing continuous conversation.
- Uses some strategies when he/she meets with difficulties: asks peers or teacher for help, asks for restating of directions, asks meaning of unknown words, takes risks to speak in class.

Stage 4:
- Understands adult speech but requires repetition and rephrasing.
- Speech may be hesitant because of rephrasing and groping for words.
- Uses some complex structures.
- Overgeneralizes rules of grammar.
- Has difficulty with choice of verb tense, verb tense consistency, and subject/verb agreement.
- Vocabulary is adequate to carry on basic conversation; some word usage difficulties.

- Uses most of these strategies when he/she meets with difficulties: seeks help from peers, teacher. Asks meaning of unknown words, takes risks to speak in class.

Stage 5:
- Understands most adult speech except some advanced structures.
- Responds in detail, often with hesitations or digressions that do not impede narrative.
- Errors made are not uncommon among proficient speakers of standard American English and do not distract from story line.
- Uses most basic grammatical structures with occasional error in syntax. Some errors in a young learner may be seen as developmental.
- Vocabulary is sufficiently varied to express ideas clearly.
- Uses strategies as needed when he/she meets with difficulties: seeks out help from peers, teacher. Asks meaning of unknown words, takes risks to speak in class.
- Is moving toward meeting the speaking, listening, and viewing standards at his or her grade level.
- Is able to deliver an individual presentation in which the student: shapes information to a particular purpose; uses notes or other memory aids to structure the presentation; engages the audience with appropriate verbal cues and eye contact.

Stage 6:
- Able to express himself or herself adequately to succeed in a regular education program with no ESOL support.
- Has met some of the speaking, listening, and viewing standards at his or her grade level.

Reading Stages in English

Stage 1:
(One of these criteria may serve as descriptor for the stage)
- Attends to pictures and objects, but not print.
- Beginning to understand conventions of print such as reading from left to right and the concept of letters and words.
- Participates in choral reading activities and/or can identify some sound/symbol relationships along with some high-frequency words.

Stage 2:
- Decodes simple sentences without assistance but may not associate meaning.
- Uses some of these strategies when he/she meets with difficulty: rereading, self-correcting, asking himself/herself if the text makes sense, transfers any first-language literacy skills.

Stage 3:
- Reads some simple passages (not necessarily on grade level) without assistance and is able to retell the meaning of a simple passage and respond to comprehension questions appropriately.
- Uses most of these strategies when he/she meets with difficulty: rereading, self-correcting, asking himself/herself if the text makes sense, transfers any first-language literacy skills to derive meaning.

Stage 4:
- Understands main ideas/details appropriate to the student's grade level/academic program, but may need ESOL support to understand more advanced concepts and the academic language of texts.

Stage 5:
- Demonstrates reading ability appropriate to succeed in a regular education program with ESOL support or support from the reading specialist.
- Reads and comprehends informational material.
- Makes responsible assertions about texts.
- Supports assertions with convincing evidence.
- Compares and contrasts themes, characters, and ideas.

Stage 6:
- Demonstrates reading ability appropriate to succeed in a regular education program without ESOL support.
- Is moving toward meeting the standard for his/her grade level.
- Makes responsible assertions about texts.
- Supports assertions with elaborate and convincing evidence.
- Draws texts together and compares and contrasts themes, characters, and ideas.
- Restates and summarizes information.
- Relates new information to prior knowledge and experience.

Writing Stages in English

Stage 1:
- Draws a picture.
- Has no knowledge of the written word.
- Writes name only.
- Writes isolated letters or words only.

Stage 2:
- Writes in phrases and simple patterned sentences only.
- Uses limited vocabulary, and mostly present-tense verbs.

- Many spellings are unreadable, making the writing hard to understand.

Stage 3:
- Writes sentences centered around one idea, but not necessarily in sequential order, with errors, but commensurate with student's oral ability.
- Has some knowledge of rules of punctuation and capitalization, and some basic grammatical structures, but may not use them consistently.
- Uses spellings that are readable.
- At low stage 3 uses mostly present-tense verbs.
- High stage 3 shows evidence of using past tense in common verbs.
- Uses some strategies when he/she meets with difficulty (checks word list, rereads writing, asks peer or teacher for help, compares writing with rubric, circles difficult words, takes risks to use new words).

Stage 4:
- Has story line and/or central idea present.
- Able to write a summary of a story in correct sequence.
- Shows sequential relationship between sentences.
- Uses some compound and complex sentences.
- Demonstrates general control of most basic grammatical structures (e.g., subject/verb agreement, standard word order, consistent verb tense), but still contains errors.
- Uses punctuation and capitalization correctly most of the time.
- Uses some conventional spellings.
- Consistently uses past tense in common verbs (when appropriate).
- Uses most of these strategies when he/she meets with difficulty (rereads writing, asks peer or teacher for help, compares writing with rubric, self-corrects errors, takes risks to use new words, checks words on word lists, dictionary, thesaurus, or word list).

Stage 5:
- Is moving toward meeting the standard for his or her grade level.
- Engages the reader with a good beginning.
- Has effective organization.
- Includes sufficient content and relevant details.
- Provides a sense of closure and a conclusion.
- Includes conventional spelling, punctuation, and mechanics.
- Writes in a variety of genres appropriate to the writing standard rubric.

Stage 6:
- Demonstrates writing ability appropriate to succeed in a regular education program without ESOL support.

PROGRAM OF STUDIES FOR HIGH SCHOOL LEP STUDENTS

The English Acquisition Program (EAP) and the Transitional English Program (TEP) are two strands of the high school program for limited-English students: TEP is the program for college bound students; EAP is oriented toward students pursuing the vocational and commercial tracks.

EAP 1—Grades 9-11
—Composition/reading development
—Oral language development
—Computer literacy
—Basic math (introduction to algebra or as appropriate)
—Integrated science/social studies

EAP 2—Grades 9-11 (High Beginners)
—English language development
—Reading
—Basic math (introduction to algebra or as appropriate)
—Integrated science/social studies
—U.S. history
—Physical education/electives

EAP 3—Grades 9-12
—English language development
—School to work program (grades 11 and 12)
All other courses integrated into the mainstream curriculum.

TEP 1—Grades 9-11
—Composition/reading development
—Oral language development
—Computer literacy
—Mathematics (EAP 1 math or introduction to algebra)
1 period—physical education/elective

TEP 2—Grades 9-12
—English language development
—Reading
—Science concepts
—U.S. history
All other classes are in the mainstream.

TEP 3—Grades 9-12
—Transitional English
—English in self-contained program (regular curriculum)
—Reading across the curriculum
All other classes are in the mainstream.

Teaching Juan and Maria To Read

Techniques for Second-Language Reading Instruction for English-Learners in Primary Grades

NUTS AND BOLTS

By Janet Siano

A good reading program for second-language learners should combine language learning with reading instruction. This approach employs four important skills simultaneously: speaking, reading, writing, and listening comprehension. The very concept of English immersion—a principle proven widely over the past 25 years—is that second-language learning is best developed through subject matter learning, and literacy.

LANGUAGE LEARNING

The following variables are necessary for rapid and effective language learning to take place:

- Exposure
- Motivation
- Opportunities for use
- Type and quality of instructional programs

Information in this article is based on Ms. Siano's classroom teaching experience in U.S. public schools and in China (1997-99), and on the soon to be published Away with Words: A Reading Program for Students of English, *Copyright © 2000.*

The degree and manner in which these variables are present largely determines the rate at which children learn and the quality of their speech.

Primary grade children (K-2) learn language quite easily when they are exposed to it in a natural classroom setting. English immersion programs provide that exposure to the language, the motivation to learn quickly, and the opportunities to use what has been learned.

Speaking a new language occurs at different rates for different children; and many variables determine the onset, the quantity, and the quality of speech. For example, outgoing students who are willing to take the risks involved in using a new language generally make more and faster progress. Once language is used and becomes functional, it is owned. Students with English-speaking parents or siblings at home have more exposure to the language. For children lacking that advantage, it is the responsibility of the schools to provide the most effective means to develop language skills and literacy in the classroom.

TEACHING A SECOND LANGUAGE

- The initial encounter with your students must be a positive experience for them. Because language learning is a social activity, provide students a warm, friendly, safe environment where they are not afraid to take risks in expressing themselves.

- The classroom or workspace should be appealing and comfortable. Children love to see a well-decorated, orderly environment. Try not to clutter up your workspace with too many stimuli. Students need to focus their full attention on the learning task at hand. This is vitally important, especially in the beginning stages.

- Speak slowly, clearly, and with good diction. Your speech becomes the student's initial programming for the sounds of the language. Be mindful that you provide the model from which your students build their diction, expressions, and grammar.

- Do not rush the process. Give enough time in between words for the students to repeat slowly and clearly. If they mispronounce a word, do not move on. Ask them to repeat the word again after you. Ask them to listen first and watch the formation of your mouth as you speak.

- Pronunciation practice, as a group, is a non-threatening exercise for young children. It provides the opportu-

nity for them to move past the silent period very quickly and meet with early success.

■ Be sure to praise your students for accurate pronunciation. This encouragement will help them recognize the importance of this skill.

■ No two students learn at exactly the same rate. It is important not to lose your slower students in the beginning stages. Any extra help you are able to provide in the initial stages will benefit these children greatly.

■ Watch your students very carefully. Those who are looking to others to do the speaking for them need opportunities to speak for themselves. Draw these students out and praise any attempt at communication.

■ Be very gentle with your students as they attempt to speak. It helps to get them started by asking questions about things they can see in pictures, things they can see in their environment, things that have meaning to them, and things that hold their interest. If a student does not respond to a question, gently ask again. If there is still no response, then simply move on to another student.

■ Important: Keep your expectations high, and your students will strive to meet them.

TEACHING READING

Instructional reading programs for English-learners should follow the same natural progression of language development as those used for native English speakers. Strategies and techniques should support linguistic principles of the teaching of reading.

Articulation awareness and practice are key to comprehensible speech and reading development in the initial stages of learning a language. Teaching proper articulation and pronunciation well from the beginning eliminates the establishment of sound approximations that become difficult to correct at a later time. When left unchecked, these approximations delay reading readiness and lead not only to unintelligible speech, but also to faulty word recognition and lack of comprehension.

Sounds and symbols—like the alphabet—taught in conjunction with word associations—like picture words—develop word-attack skills and the ability to read for meaning. In addition, a sound reading program for second-language learners provides memory words designed to expose the learner to structural analysis and the syntax of the language. In essence, these words become the skeleton from which grammatical patterns can emerge. For example, using pictures to demonstrate the meaning of words beginning with the sound of "b" (bag, big, bug) in combination with a few memory words (the, a, is, in) can create the following statements and sentence:

the bug
a bag
in a bag
The bug is in a bag.

Second-language learners meet with success more easily when their first reading materials contain mainly monosyllabic words having a short vowel sound and letters with only one phonetic value. For example, "hat," "red," "sit," "pot," "sun." Because most English words are phonetic, the goal of this approach to speech and reading instruction is to familiarize children with the consistencies of the language as a basis for generalizations to new words. Repetition, pattern recognition, positive reinforcement, and successful experiences in the early stages of learning help students to develop the confidence and competence needed to master the inconsistencies of the language.

CHARACTERISTICS OF A STRONG READING PROGRAM FOR SECOND-LANGUAGE LEARNERS

A good program:

■ Provides learning materials that are appropriate for the needs of the learners and for the nature of what is being taught.

■ Is systematically organized and structured in teaching the fundamentals so that the language confronting the learner is logical, consistent, predictable, and attainable. Giving children every opportunity to succeed in the early stages fosters the confidence needed for harder and more complex tasks.

■ Contains memory words and vocabulary that are systematically introduced and controlled so the learner can attach meaning behind the print while gaining syntactical and grammatical awareness.

■ Incorporates activities designed to provide the practice and reinforcement needed for students to master reading skills while learning to speak the language.

■ Uses a variety of methods and techniques to accommodate different learning styles—visual, aural, kinesthetic. This can be accomplished through the use of art, music, dance, physical education, and drama.

CHARACTERISTICS OF QUALITY INSTRUCTION

A skilled teacher of limited-English students in the primary grades:

■ Models good pronunciation and encourages the accurate production of individual letter sounds and words, gives names to these sounds (letters), and models these letters properly to help students use the correct formations from the start.

■ Gives students immediate positive reinforcement when sounds are reproduced accurately, as the teacher guides students closer to mastery.

■ Identifies sounds with picture words (vocabulary). Vocabulary words are reinforced, reviewed, and used in context. Picture words compiled by letter sounds on a series of pocket charts can be used to expose students to common words found in children's literature while introducing them to the sounds of the language.

■ Uses a variety of techniques to help students gain the ability to discriminate among the sounds, essential for speaking intelligibly and for developing the reading skills to decode and encode (spell) accurately.

■ Is familiar with the kinds of difficulties students are likely to face and the errors common to second-language learners, and plans accordingly. Varies questions and asks for responses that will enable each child to feel some degree of success daily.

■ Knows how to assess progress and build on student's prior knowledge in order to make new information meaningful.

■ Has a knowledge of subject matter content and teaching methods. Knows what to teach as well as how to teach.

MORE TIPS FOR TEACHERS

The ability to discriminate between sounds is crucial for decoding the language. Children must be encouraged to listen attentively so they can hear the subtle differences among many of the sounds.

Correct children gently and praise their efforts, knowing that only through trial and error can mastery be achieved. Tactful correction from the start provides the necessary guidance for establishing good work habits.

If a child has difficulty with letter or sound recognition, limit his or her choices to two or three. It is important for each child to meet with success in the early stages of reading development. This gives the children a sense of accomplishment and the desire and confidence to move forward.

Techniques that help students transfer sounds into written symbols in the early stages of reading development build the foundation for good spelling skills. Using slate boards and chalk is an effective technique that provides the opportunity for young children to experiment with encoding (spelling) without the constraints of lines, paper, and pencils. Use known words beginning with familiar sounds. Enunciate clearly and ask the children to write the letter for the first sound they hear. This technique can be expanded to include the final letter and then to the word as a whole.

Word walls keep a running record of words that cannot be decoded, are found in everyday speech, and need to be put to memory. Word walls can be used as a tool for reinforcement and review. In time, they can serve as a resource for correct spelling when the children begin to write words and sentences on their own.

When children realize that letters make sounds and sounds make words, they can then learn to decode the language.

Through usage, practice, vocabulary development, and experiences, children learn to read for meaning. This phenomenon happens in the same way for English-language learners and native speakers.

It is sometimes difficult for second-language learners to comprehend all the elements of a story. Choose books whose pictures can help to tell the story. Illustrations can become an effective tool for generating interest, expanding vocabulary, and providing opportunities for simple discussion.

Songs and games provide opportunities for children to hear and reproduce the language naturally. Teacher-led songs without the use of a cassette make it easier for students to understand the words.

Art activities give students a medium in which to express their feelings and experiences in a way that is

pleasurable and non-threatening. Their drawings can then provide a tool for experiential writing and oral discussion.

Every lesson should extend students' efforts a little beyond their capabilities, but should be tempered with realistic expectations. On the other hand, moving lessons ahead too slowly results in boredom. The seasoned teacher gives all students the opportunity to participate in classroom activities at a reasonable place.

Children love to see that their accomplishments have been noticed and are appreciated. Current and regularly updated displays of student work should be maintained in the classroom, in a corridor, or even in the front lobby of your school if possible.

All students are different. Assessment of student progress should be ongoing. If the majority of your students do well, you can be assured that the rate in which you are pacing your lessons is appropriate for this group. If many students are falling behind in certain areas, revisit those areas and provide more reinforcement and review for a longer period of time. If only a few students are falling behind, then begin remediation immediately. Providing some extra attention at the end of each stage of reading development will eliminate the gaps that create confusion for children as they move to the next level of learning.

Encourage your students to take books home to practice reading with a parent or older sibling. This will give them pride in their accomplishments and involve the family in the learning process.

CONCLUSION

There are many accepted approaches to the teaching of reading, such as phonetics, language experience, linguistics, and whole language. There are various strategies, techniques, and styles of teaching and learning. Experienced teachers generally agree that the best approach is eclectic—using a combination of methods. Teaching children to read in English, when it is not their first language or the language in which they have the greatest fluency, requires the development of all language skills—listening comprehension, speaking, reading, and writing. Reading is the crucial key to most academic learning, for limited-English students and native speakers alike. Reading programs that combine methods, simplify strategies and procedures for teachers, and correlate all learning experiences for the students are valuable. Such programs—in conjunction with a good teacher's instincts, expertise, and creativity—can make English come alive for students and make reading a fully realized accomplishment.

Teaching English to High School Students

NUTS AND BOLTS

By Richard K. Munro

Teaching older immigrant and limited or non-English-speaking students is fraught with difficulties. Unlike younger students—children in kindergarten through grade 6, who have the luxury of time—secondary-level students face an urgency about which they and their parents often have only the vaguest notion. The best help we can give these immigrant and LEP students is to immerse them in English with special instruction by teachers trained in the education of language-minority students. The goals of English immersion teaching at the secondary school level are the rapid mastery of English language skills and the efficient acquisition of vocabulary for subject matter learning in English—achievable goals, provided sufficient and appropriate help is given.

ENGLISH LANGUAGE LEVEL "ZERO" STUDENTS

Students with no knowledge of the Roman alphabet or no English-language skills should not be placed in "native language social studies" or other non-English "native language" core classes. These students should be scheduled for at least three blocks of instruction in English Language Development/English as a Second Language (ELD/ESL), focusing on listening comprehension, speaking, reading, writing, and the essential vocabulary of core courses like math, science, and social studies. These students will not be ready to participate in regular high school level courses taught in English for the first semester or the first year, but they can take other courses such as physical education, art, or music to fill out their schedules.

Depending on a student's educational background in his or her native land, language-learning ability, motivation, and other factors, some will be ready to enroll in a regular math class after one semester in a U.S. school; for others, it will take longer. Middle schools and high schools with large enrollments of LEP students may provide "sheltered English" content courses—that is, a math, science, or social studies course that covers the secondary-level material but at a slightly slower pace, while focusing on English-language development at the same time.

Entry-level students should be expected to master a glossary of basic English terms as part of their coursework. Students will need to copy out and learn English spellings by heart. Teachers should point out common spelling changes such as -y to -ies in words like "jury." It is helpful if a basic glossary is prepared for each subject area, including both general classroom terms and terms having to do with that specific subject area. Ideally each student will have a bilingual dictionary of his or her own to keep, but that is not always possible for languages other than Spanish. Good bilingual dictionaries for classroom use include the *Concise American Heritage Spanish-English Dictionary* and the *Oxford Spanish-English Dictionary*. Both are available in paperback and have thesaurus-like features.

Clearly, older LEP students who arrive in U.S. schools at grade 10 or above with no knowledge of English will not be able to complete their academic curriculum in a normal four-year program. These students will have to go on to adult education in a local community college or in adult secondary-school programs (such as those awarding the General Education Diploma or GED).

LEP STUDENTS AT THE INTERMEDIATE OR ADVANCED LEVEL

Students who have acquired an intermediate or advanced English-language proficiency will be able to enroll in some regular courses, but they should continue to receive one or two blocks of English Language Development (ELD). These special English classes should, if possible, provide special emphasis and extra tutoring on reading and writing skills and vocabulary

development. One highly successful strategy for establishing good discipline and good reading habits is to incorporate 20 minutes a day of Sustained Silent Reading (SSR) during the English class. This approach requires both teacher and students to read quietly for a set period of time. Students may read what they choose (in any language) during free SSR but it must be appropriate reading matter (not catalogs or picture books).

ENTRY AND EXIT CRITERIA

Entry-level assessments are generally done with home language surveys, transcripts, and language tests such as the LAS (Language Assessment Scales). But one should not accept such primary documents as fact. A student may have a home language other than English if someone in his or her home speaks a language other than English—even if the student speaks only English! It is also possible for such students to have academic deficiencies not related to language that would lead them to do poorly on the LAS. Some students may even deliberately fail their "language test" so that they can be placed in the lowest possible (easiest) ELD classes. This is why the testing alone is not enough—the opinion of the classroom teacher after some days of observation is necessary.

When students are assessed as "fully English proficient" through language tests, classroom work, report card grades, successful participation in mainstream classes, and other criteria required by individual school districts, bilingual students should no longer be assigned to ELD or ESL classes. If a student continues to have problems with reading or with math, then he or she should be given remedial reading or math tutorials or whatever special services are available in these areas. Certainly once a formerly limited-English student reaches the level of English-language competence to be enrolled in mainstream classes, that student is in no further need of ELD/ESL.

TEACHING STRATEGIES

If an LEP student has literacy skills in his or her native language and knows the Roman alphabet, the student can easily be taught to identify parts of speech, verb tenses, personal pronouns, synonyms, antonyms, false cognates, prefixes, suffixes, and elements of English phonetics. Start the year with the "keys to memory": organization, meaningfulness, familiarity, active rehearsal (practice), and effort. Each student is told how to organize a notebook and is required to have a separate planner. Helpful practices include keeping a chart of language families (with references to all the native language groups in the class and their relationship to each other and to English) and using the "three-column method," an example of which is set out below.

The three-column method is especially helpful in introducing new English verbs. Students can passively learn to understand the "common English" word while actively using the more formal word, which is almost invariably regular and is easier to use since it avoids problems with the use of prepositions. I teach all my students a step-by-step method for English reading comprehension, so that they can get the gist of new words, learn to recognize cognates, and identify key words and parts of speech.

Beginners can participate in an abridged core class in which the emphasis is on English reading skills, basic grammar, basic study skills, and basic vocabulary and themes in the respective core classes. Classroom aides should be spoken to exclusively in English during class even if a teacher must use Spanish as necessary with a student. Assignments and the readings are always in the English medium. Every unit test consists of an English comprehension exercise ("translate or explain") and then a history portion, which is graded separately.

Teachers may use advance organizers to give a simple outline of the main theme. Visuals also play a key role in the learning process. Reading, interspersed with colorful maps or relevant pictures in plastic guards or "color

Three-Column Method

Formal English	Common English Synonym	Spanish Translation
Humanity	Mankind, humankind	*Humanidad –idad=ity*
To emit (emitted)	To give off (gave off)	Emitir (emitió)

coding," reduces the need to speak languages other than English. In my class I use blue for English language [to begin (began) (begun)], black for English synonym [to commence (-ed)], red for important, and green for Spanish [*comenzar* (*-aba/-ó*)(*comenzado*)]. Students find this very helpful, since it reduces confusion between the two languages. Teachers who are not multilingual can use color coding for synonyms, pictures, drawings, symbols, or simplified explanations. I place a black dot under all silent letters in English and routinely identify short vowels and long vowels and special consonant sounds. We have fun with archaic pronunciations such as learnED and thouGHt (as in the Scottish *loch*). Students learn that, while there are some similarities between the sounds of, say, Filipino or Spanish and English, one cannot speak English clearly using only the vowel sounds of Spanish or Filipino.

I teach writing simple essays in the first year. After finishing a unit on the Greek city-states, for example, I ask the students to name two famous contrasting examples (Athens and Sparta). I write the names on the whiteboard, point them out on a map, and check for comprehension by asking, "What is Athens?" Then I ask the class to tell me what they know of each city and its culture. When we have decided on the key facts for each city, I present a question and a thesis statement: "Athens and Sparta were rival Greek cities with very different governments." If students are able, they then write their own practice essays based on the notes using glossaries, their texts, and dictionaries. If they are not able, I write a model two-paragraph essay for all students, reading it out loud, to be copied from the board or overhead projector. I always give the essay topic for the test in advance.

Students should be encouraged to read aloud in English and to speak clearly. The key is to provide (1) as much written text as possible matched to the spoken word and (2) correct, clear speech. Teachers must be very careful to use only the standard language of the class text on tests. If you have said "before" in class and not "prior to," do not introduce such words on a test. Films with closed captions, so common on digital videodiscs (DVD), are very useful teaching devices if the films are used sparingly and have a solid relationship to the content being taught.

EXTRACURRICULAR ACTIVITIES

Extracurricular activities such as computer clubs, chess clubs, sports clubs, intramural athletics, and international clubs are very useful for integrating LEP students with their English-speaking classmates and for giving them many more opportunities for informal speech interactions. Before- or after-school tutorial programs, mentoring programs employing volunteers in the community, summer and Saturday ESL/ELD reading and writing proficiency enrichment programs all provide additional and sorely needed extensions of the academic learning begun during the school day and school year. Many LEP students find themselves ineligible for high school team sports, so they need other outlets. Reading editorial cartoons, comics, newspaper articles for youth (such as the "Mini-Page"), learning songs, and listening to play-by-play of sporting events can be fun ways of developing language competency. The number of formal and informal activities offered to LEP secondary students are limited only by the resourcefulness of the professional staff and the resources of the school district.

Finally, the key to all success is motivation. Former students should be encouraged to speak to classes about their experiences. Success stories about perseverance, dedication, and success in careers and higher education also help to motivate students. Teachers should encourage their students to come to them for academic help, encouragement, and letters of recommendation at any time. LEP students need mentors whom they can count on.

REASONABLE EXPECTATIONS AND ACCOUNTABILITY

The best English-language learners and most enthusiastic students identify themselves by their performance and English-language development in the first few weeks. These students may be mainstreamed in one year or two, even to the point of enrolling in 11th and 12th grade Advanced Placement (AP) classes. Such students will attempt to answer in the English language in the first quarter, both orally and on essays.

Students at the next ability level will participate in English only by repetition or recitation. It is possible for such students, by the 11th or 12th-grade, to meet graduation standards in proficiency tests in math, reading, and writing. Marginal and late English-language learners can also obtain diplomas through a combination of GED-like migrant summer school classes (offered in English and Spanish) and transfer credits from other states and countries. Those ambitious enough can attend college as well, although remedial classes at the

local community college level may be necessary.

Many states are imposing mandatory standardized tests, as an accountability measure, which students must pass in order to graduate. These tests pose a difficult, but not impossible, obstacle for students struggling with English proficiency. Students who have not been well-trained in English-language testing techniques are at an overwhelming disadvantage. These new accountability measurements, combined with the curtailment of remedial education in colleges, mean that all secondary schools with LEP students must devise realistic game plans for their students that include minimal proficiencies, partial proficiencies, and full-diploma programs. Students should be tested at each level of development each semester to measure and ensure adequate progress in sheltered classes and in the core areas.

Continuous evaluation of student progress also ensures a proper placement for students at all times. Placement decisions are key to whether or not an LEP student is given appropriate help. Assigning a student to courses simply by age, without proper reading and language preparation, can have only two results: (1) the "dumbing down" of the course, or (2) if the course is taught as for native speakers, the failure by the majority of LEP students. The challenge for public schools is to prepare as many of these older students as possible for skilled jobs and for higher education—a serious responsibility when students arrive without English-language skills at high school age.

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NUTS AND BOLTS

The Design and Implementation of an English Immersion Program

By Kevin Clark

Implementing an English immersion program is actually quite simple. In fact, for most schools and districts, an immersion program is usually easier than any other program design for students new to English. All schools and districts have teachers who speak English, many of whom have been trained in special methods and techniques for teaching English. And most places have plenty of English-language instructional materials, though they may not be specifically designed for immersion teaching. But despite the abundance of these human and material resources, there can lurk beneath the surface other issues that could make the provision of an immersion program more difficult. This article provides information on specific aspects of immersion programs that have been implemented successfully in a variety of districts.

What is immersion language teaching?

Immersion language education is sometimes referred to by several different names, including sheltered English immersion, structured English immersion, or just plain immersion. By whatever term you choose to call it, each refers to a program of instruction that can best be defined as follows:

> **Immersion** "An approach to teaching a new language where learners receive all or most of their instruction in the new language together with others who are learning that language."

Students in immersion programs receive maximum exposure to the new language. This means that most or all of the instruction students receive is in the target language. Another characteristic of immersion education is that students learning the new language are grouped together for most of their English language instruction. This means, in most cases, that they are not together with higher functioning English learners, or with native English speakers, during their language instruction time. This homogenous grouping principle is an important one in immersion education. Anyone who has ever studied a new language knows that in the beginning it is difficult to understand native speakers. For many students new to English the pressure of using the new language with native speakers can be stressful. Moreover, for immersion students to learn the language quickly requires that the teacher be able to design and deliver English and content area lessons especially for students who have minimal English. Thus, keeping immersion students in their own "environment" while they explore, practice, and learn the new language is an important principle of immersion teaching. In this way, immersion students spend most of their school day learning English that is presented at their level. When students understand their instruction, they can move quickly to higher levels of proficiency.

Immersion language teaching...

- Utilizes the target language for most instruction and learning
- Features specialized groupings of new learners away from native speakers
- Maximizes the amount of understandable instruction in the new language
- Seeks to accelerate language learning by increasing time on task
- Instruction is geared to the students' developing language level

What is the goal of immersion language teaching?

The goal is to equip students with a foundation of English skills that will enable them to participate more fully in educational programs that have grade-level content delivered in English as their focus. Students in immersion language programs are seeking to develop a "kit bag" of language skills that they can continue to expand and utilize to learn subjects like math, science, social studies, and language arts. Immersion teaching does not claim to provide students with all the English language skills they will ever need. Instead, after exiting an immersion program, students should be able to enter classrooms where English is the language of instruction for grade-appropriate subject matter. They continue to develop their English proficiency as they learn new subjects. You might think of immersion teaching as establishing a base upon which further skills and knowledge are developed.

For which students is immersion appropriate?

Immersion language programs are appropriate for students who possess less than what linguists generally refer to as "intermediate language proficiency." This covers a broad range of students, all the way from little or no English ability to students who may speak English fairly well but who still lack English literacy skills. Using the jargon, students at the pre-production, early production, or speech-emergent levels are good candidates for immersion programs. At the secondary level, immersion programs may also serve students who have conversational English, but whose literacy skills are significantly below grade-level requirements.

How is immersion different from other programs for limited-English-proficient students, like bilingual education or "sink or swim"?

Immersion education differs from bilingual teaching approaches in the language of instruction. In bilingual programs, students receive much of their instruction through the home language, and may initially learn to read and write in that home language. Immersion education, of course, features instruction in the new language and does not seek to develop the home language.

Submersion programs or "sink or swim" approaches are often called immersion programs when they really are not. Submersion refers to putting limited-English-proficient (LEP) students into mainstream classes alongside native English speakers. They are expected to gain not only English skills, but also content knowledge at the same level as native speakers. This kind of program is one where students are taught "in" English, whereas immersion programs seek to "teach" English. Submersion classrooms, then, are very different from immersion classrooms, which as we know keep new language learners apart from native speakers until they have developed a good working knowledge of English.

Laying the Foundation for Your Immersion Program

Before implementing an immersion program, consider the foundation on which you are building this program. The following three areas are, at some point, going to be very important to the success of your program, and, if ignored, could undermine some or all of your efforts.

1. ***Understand both state and federal laws*** related to English-learner education. Consult your education code, review your state department of education's requirements, and take some time to study any relevant state and federal court rulings that could affect your program. In California, for example, significant changes were made to state law in 1998 when Proposition 227 passed. This law essentially called for implementing English immersion and doing away with bilingual education approaches. While the media ran wild with sensationalized stories of gloom and doom, very few educators actually had bothered to read the law, and precious few had any background in the state and federal law issues that affect these programs. So read the court cases, consult your education code, and do your homework.[1]

2. ***Analyze the local, regional, and state ideologies*** for educating English-learners. Every classroom, school, district, county office of education, and state department has a belief system about educating LEP students, and many want you to believe the same way. From bilingual education to submersion to dual immersion to late-exit maintenance, everybody has an idea of the best way to educate English-learners. School staffs are divided on the issue, some superintendents never take a stand, and benevolent county and state leaders never fail to give you their opinion on the issue. Listen to these ideologies. Write them

[1] See Article by Jim Littlejohn in this volume.

down. Then ask yourself this: What do they believe to be true about educating these students, and is it consistent with immersion? You must understand their views to make yours understood. In the worst case scenario, this knowledge will help you to mount your informational campaign as effectively as possible.

Before You Start

No program change is ever easy. If you're moving from bilingual approaches to immersion, or from submersion to immersion, many of your staff, teachers, parents and community members will find it painful at times. The move to immersion forces many schools and districts to examine past practices for educating LEP students that oftentimes were inadequate or downright failures. This is never easy to do. Go slow, be patient, and be prepared to explain the program over and over again. In time, even your toughest critics will come to understand what your English immersion program is designed to do.

Designing Your Program

You will need to make some decisions in five key areas to define your immersion program. Here are the five areas:

The Five Components of Your Immersion Program

- Student entry and exit criteria
- Program goals
- Time allocated to teaching the English language
- Language use policies and guidelines
- Materials and role of subject matter content

Student entry and exit criteria

Which students will you include in your immersion program?

We start with defining the entry and exit criteria for your immersion program. Once set, these criteria will tell us which students will go into the program and, logically, when students are ready to exit the program. We've already discussed that immersion education is usually for students who have less than what linguists refer to as "intermediate" English language skills. This means, in practical terms, that the English oral comprehension, speaking, reading, and writing skills of these students are not sufficient to allow them to access grade-appropriate content instruction in English. It's important to emphasize that this definition refers to all four aspects of English proficiency: listening, speaking, reading, and writing. This is particularly important if you are designing an immersion program for older students, many of who may possess fairly well-developed English oral skills, but for whose English reading and writing skills are underdeveloped.

To better define "intermediate" proficiency, and thereby decide what the cut-off point is for inclusion in your immersion program, you might make use of one or more of the following English assessment tests, most of which are utilized in school districts across the country.

- Language Assessment Scales (LAS)
- Idea Proficiency Test (IPT)
- Bilingual Syntax Measure (BSM)
- Woodcock-Munoz

Most of these tests include descriptions of their various levels. It may be necessary, or desirable, to go beyond these tests to determine who will be in your district's English immersion program. The example on page 27, from the Oceanside Unified School District, in California, shows how certain assessments are combined with others to form immersion program entry criteria. This example also shows multilevel entry criteria useful for students in upper grades, including secondary.

You can see from this example that the district uses testing instruments in all four language domains for students in certain grades. At lower grades, it is sometimes adequate to base placement decisions on the use of an oral test only, reasoning that in most cases these students will possess minimal English reading or writing skills as well. An example of this is from an elementary school district that utilizes the Idea Proficiency Test (IPT) language assessment for initial program placement.

Exit Criteria for District's English Immersion Program

Woodcock-Munoz Oral English Score: 3 or above ("limited English")

English Reading Score: Within two grade levels of student grade placement

English Writing: No more than one level below grade-level writing rubric score

Program Placement Criteria Grades 3-12

GOALS

English LAS-O[2]:	English LAS-O:	
Level 1, 2, 3, 4, 5	Level 4, 5	Designation:
Gates-MacGinitie[3]:	Gates-MacGinitie:	EO, FEP, R-FEP[4]
At least two levels below grade level.	Within two levels of grade level.	

PROGRAM

Structured English Immersion (SEI)	**Bridge**	**Mainstream**

ASSESSMENT

1. Rapid development of English.	1. Continued English development.	Grade-appropriate subject matter learning.
2. Subject matter instruction at ability level.	2. Grade-appropriate subject matter learning.	

English-Learner Program Placement Guide

IPT Score
(Idea Proficiency Test)

A, B, C	D, E, F[5]	EO, FEP, R-FEP

Structured English Immersion Program	**Transitional Program**	**Mainstream Program**

One word of advice: To the degree possible, use language assessment criteria that are as objective as possible. Of course, language measurement tests are far from perfect, and there may be cases where a student tested poorly and does not belong in the program. Clear objective entry criteria are the first step to establishing a well-organized immersion program.

When designing entry criteria, you should decide your immersion program's exit criteria. What language skills do students need to have to be successful in programs teaching content in English? For students in grades 3 and above, you will want to include all language domains. Thus, you may decide, as did the McFarland Unified School District in Central California, that students need the following:

Many districts place students who have exited from immersion programs into programs with names like "transitional," "bridge," or "sheltered." These programs have as their goal continued English language development and grade-appropriate subject matter instruction. Sometimes known as SDAIE (specially designed academic instruction in English), these classes seek to continue supporting LEP students through the use of specialized teaching strategies for students who still do not possess a full range of English language skills. The diagram below shows how your immersion program can be viewed as the base for subsequent student placement.

[2] Language Assessment Scales-Oral.
[3] Reading comprehension and vocabulary test.
[4] English Only, Fully english Proficient, Redesignated Fully English Proficient.
[5] A through F refer to levels of English proficiency with A being the lowest and F being near native proficiency.

MAINSTREAM

TRANSITIONAL (SDAIE)

ENGLISH IMMERSION

Goals

What will be the intended student outcomes for your immersion program?

English immersion programs are sometimes referred to as "sequential" programs. This is a term that comes from the federal court case *Castaneda v. Pickard.* Sequential programs, like immersion programs, seek to develop students' English skills first during an intensified period of time. Once students possess a base of English skills they can begin learning grade-appropriate content. The chart below is an example from the Atwater Elementary School District in California; it shows in an easy-to-read format the salient aspects of each of its programs, including student learning goals.

In most cases, immersion programs will have as their number-one goal the teaching of the English language, including listening, speaking, reading, and writing. With respect to a content-related goal, you should be sure to understand your local and state requirements, because these could have serious implications. It's usually true that immersion programs will have a short, temporary but necessary interruption in subject matter learning at the appropriate grade level in order to focus intensely on second-language learning. Students who do not yet possess enough English should be taught using core content materials, albeit in a significantly modified fashion. For this reason, most immersion programs establish a content goal that sounds like the one in the chart above.

Instructional time dedicated to teaching English

For how much time per day will students be taught the English language?

Remember that earlier we made a distinction between teaching *in* English versus *teaching* English. This is an important distinction when you decide how much time will be dedicated to this. Because immersion programs are ideally designed to accelerate the development of English skills, time spent learning English is perhaps one of the most significant aspects of your program. Thus, if your immersion program for elementary students is an all-day program (with some time built in for structured mixing of immersion students into other classrooms for English practice), students may learn more English than if it were a two-hour pullout program. At the secondary level, the issue becomes even

Program Name	Structured English Immersion	Transitional	Mainstream English
Description	Students learn the English language and modified core curriculum.	Students learn core curriculum and continue their English learning.	Students learn core curriculum at grade level taught in English.
Goals	1. Rapid development of English. 2. Subject matter instruction at language ability level.	1. Continued English development. 2. Grade-appropriate subject matter learning.	1. Grade-appropriate subject matter learning.
Students Served	English-learners with less than reasonable English fluency.	English-learners with reasonable English fluency.	Students with full English proficiency (EO, FEP, R-FEP).
Program Duration	One or more years, depending on need.	K-6	K-6
Special Features	Required by law. (Prop. 227).	In legal terms, this is an "English language mainstream classroom."	In legal terms, this is an "English language mainstream classroom."

NUTS AND BOLTS

Daily Schedule
Self-Contained Elementary Structured English Immersion

Calendar Morning Meeting	Phonics Phonemic Awareness	Literacy Instruction	ELD Instruction	Math	Structured Mixing Science, Social Science, P.E., Music
30 min.	60 min.	45 min.	45 min.	45 min.	120 min.

Single Subject SEI
Middle/High School

ELD I	ELD II	ELD III	ELD IV			
English Conversation and School Skills	Content-Based Vocabulary	English Reading Skills	English Writing Skills	Math (SDAIE)	P.E. (Mainstream)	Elective (Mainstream)

harder. How many hours a day of English language instruction will enable a student to reach a level of English competence to perform high school level work? While there is no one answer for all school districts, the examples below of daily immersion program schedules give you some idea of how other schools and districts have designed their programs.

You can see from the above examples that each of these districts decided to allocate a significant portion of the school day to the teaching of English. In each of their cases, the decision to design the time allocations like this were difficult. But in the words of one school administrator, "Learning English takes time. I'd rather pay now than pay later."

Language use policies and guidelines

Which language or languages will be used for instruction in your English immersion program?

We have decided who will be in our immersion program and the criteria by which they will exit. We have allocated enough time for them to learn English and placed them in these classrooms. Now we must decide what language or languages teachers in these classrooms will use. The key lies in answering the following questions.

- What are the goals of the program?
- Which language of instruction will help students reach that goal better, faster?
- In what language are most teachers competent?
- In what language are most teaching materials written?
- For which language groups would primary language support be effective?
- Is the use of a non-English language equitable for all students? Do you have staff who speak all of these languages?
- Will you differentiate between "instructional" language and non-instructional language?
- How will you monitor your policies at a classroom level?

The box on page 30 offers an example of a district language use policy.

Instructional materials and role of subject matter content

What teaching materials will teachers use and how much content will they teach?

A common request from teachers assigned to English immersion classrooms is the need for materials. While few would argue that teaching without proper materials is challenging, materials do not by themselves make the program. Clearly, there is an abundance of quality, user-friendly materials available for teaching all levels of English-learners. Most schools and districts

District Language Use Policy

The predominant language of instruction in SEI classrooms is English. All teaching personnel (teachers, assistants, resource and migrant staff, student teachers, etc.) are to adhere to the following district policy on the use of non-English languages during instructional time.

1. A non-English language may be used in situations regarding the health, safety, or welfare of students.

2. A non-English language may be used with parents to discuss school matters.

3. A non-English language may be used in discipline and classroom management-related matters.

4. Students may use a non-English language for in-class purposes, recognizing, however, that English acquisition is the primary goal of the SEI program.

5. Explanation of directions or instructions pertinent to a specific instructional task.

6. Clarification for a student, or group of students, of a word, concept, or idea.

already possess an "adopted" English language development program of some kind. Most textbook publishers offer something in the way of systematic English-language teaching materials. However, most of these are designed for daily English lessons of 30-60 minutes, not the four or five hours of English language instruction featured in most good immersion programs.

The bigger issue, though, is what role will content play in your immersion program. Many teachers have heard of content-based English language development. This refers to the use of content as a *vehicle* for teaching the English language. Putting this in more concrete terms, it means that a fourth-grade science book chapter on the life cycle serves as the source of much vocabulary, more than a few key verbs, and perhaps a lesson on writing the findings from a simple experiment. What it doesn't mean is that immersion students are expected to read the chapter and answer the questions. After all, in content-based ELD we are looking at content materials as the source of rich, interesting subject matter that lends itself to teaching language as well. Thus, English immersion teachers sitting down to plan a unit on the same chapter look at it very differently than a teacher who is presenting the material to native English speakers. Immersion teachers start by establishing a list of the key vocabulary and related concepts. They base their lesson planning on what aspects of language (vocabulary, syntax, phonology, semantics, and pragmatics) can be taught with the material, and which concepts students can understand once they know the required language.

This kind of lesson planning using content materials in immersion teaching takes guidance and practice. Reminding them that they are really foreign language teachers is sometimes useful for keeping their focus on the direct teaching of language skills. Because most schools and districts have plentiful sources of content area books and teaching materials, it makes good sense to use those as a significant piece of the immersion instructional program. In some programs, teachers are encouraged to use materials from different grades. This is especially true in secondary schools, where many of the subject area texts are far too difficult for students new to English. Many textbook companies offer materials that feature secondary topics written at lower readability levels. English immersion teachers usually find that they have many good instructional materials available to them once they begin to look at everything around them as a source for English language teaching.

Conclusion

Like any program for language-minority students, there are people on every side who will both agree and disagree with its goals and premises. Moving past those issues to deal with the components of such a program can be challenging and energizing. Each of the five critical pieces of designing an immersion program presented here interacts with the other pieces to form a coherent, logical way of organizing language instruction for students who possess less than an intermediate range of English language skills. The concept of English immersion is really quite simple and offers English-learners a clear and attainable path to English proficiency and academic success.

Bibliography of Successful Reading Texts

Recommended Materials for Scripted English Immersion

By Douglas Lasken

Following several years of stagnation and decline in reading scores, California adopted a new State Language Arts Framework, rejecting "whole language" and instead mandating solid instruction in phonics and the mechanics of reading. In the Los Angeles Unified School District, all schools in which the second- or third-graders had scored below the 50th percentile in reading on the Stanford 9 test had to choose one of three pre-approved phonics-intensive reading programs: *Open Court, Reading Mastery,* or *Success for All.*

Many of these programs offer series specifically designed to meet the needs of English-learners at different grade levels and levels of proficiency. Because of the nature of phonics instruction, however, even those programs not specifically designed for English-learners are still proving to be very beneficial. The three programs approved for use in Los Angeles are carefully scripted and the teachers' lesson plans, lessons, and directions come directly from detailed teachers' editions. Schools spend an average of 90 minutes of every morning on phonics-intensive instruction at the kindergarten level, and up to three hours in higher grades.

Simply teaching English-learners in English is not enough. It is just as important to know how to teach English. In California, we were fortunate that the voter-approved initiative mandating English instruction for English-learners was accompanied by a return to phonics reading instruction for all students. The structure of phonics programs is well suited for the language needs of English-learners. The three programs are:

Open Court (SRA McGraw-Hill)

Open Court was started by a man named Blouke Carus. In 1956, his son, Andre, was enrolled in a German kindergarten. The following year, the Carus family moved to Harvey, Ill., and Andre was enrolled in first grade at the local public school. Dissatisfied with the famous "Dick and Jane" series that Andre's school was using, Carus developed his own reading program and opened a primary school, catering mainly to minority students. The school was housed in the same facility as Carus' philosophy discussion group called "Open Court," and eventually the reading program adopted the same name.

Word of *Open Court*'s success with minority children spread, and Carus expanded it around the country. In California, the first *Open Court* program appeared in Orange County in 1963, and, in 1964, the state board of education approved *Open Court*. The program's success caught the eye of SRA McGraw-Hill, which purchased *Open Court* in 1996.

Reading Mastery (SRA McGraw-Hill)

Reading Mastery was developed by Dr. Siegfried Engelmann of the University of Oregon. Engelmann started his program, originally called "Direct Instruction," 30 years ago. Grainy black-and-white videotapes show Engelmann focusing on essential phonics with inner-city children. Those children, adults today, often testify to the power over the written word that Engelmann gave them. As his approach slowly gained acceptance, Engelmann named it "Distar," then finally Reading Mastery. As with Open Court, SRA McGraw-Hill took notice, and has purchased Reading Mastery.

Success for All

Success for All (SFA) was started with the Baltimore City schools by Dr. John Slavin, of Johns Hopkins University, and is now a not-for-profit foundation. Schools must contract the SFA Foundation to use this program, which is actually a total school reform program, covering all subjects and grade levels; it includes a family outreach component that covers such areas as attendance and conflict resolution. A full-time facilitator is required, plus varying numbers of full-time tutors.

Unlike the other programs, SFA is not on the California State Approved Adoption list, and is ineligible for state funds. Many schools pay for SFA by using their federal Title I funds. One novel aspect of this program is that there is no SFA textbook, since the program is designed to work with whatever text the school already has in place. If an SFA school uses a Harcourt-Brace social studies text, for instance, then the SFA Foundation supplies a teacher guide, also scripted, specifically for use with that text. SFA also says that its program can be used with either *Open Court* or *Reading Mastery* texts.

The most important difference between the three programs is their respective responses to the different rates at which children learn. *Open Court* keeps all students in their grade-level classroom. There is a designated time each morning, called "workshop," for children who are falling behind. Students work in small groups with the teacher or an aide; regular classroom assessments keep the teacher apprised of student progress.

Reading Mastery uses regular assessments, called "check outs," and actually reassigns students to other classrooms that may not be at their grade level. A fifth-grade student may end up in a first-grade classroom until the assessments indicate progress. SFA has elementary kids changing classrooms like secondary students, with the grade-level classroom called "homeroom." Children go to other classrooms, often not their grade level, for reading and other subjects, based on regular assessments conducted by the SFA facilitator.

These commercially available materials are often seen in successful English immersion programs around the country and have been recommended by teachers, administrators, and academics.

SRA McGraw-Hill is a K-8 educational publisher. Its web page provides teaching resources, including hundreds of curriculum-aligned web sites, product highlights, sample lesson plans and placement tests, spelling strategies, research synopses, and testimonial videos.

Open Court Reading

Publisher: SRA McGraw-Hill
Cost: Call for pricing
Grades: K-6
Description: Although this program is not specifically designed for LEP students, it frequently appears in exemplary English immersion programs. The program contains explicit phonics and comprehension skills instruction, balanced with extensive reading of both decodable texts and literature. This program is designed to ensure that by the end of the first half of first grade, all students can begin to read. Materials vary for each grade level but generally include:

- Student materials with a variety of literature, anthologies and writing workbooks ($6 to $43);
- Take-home literature and classroom sets for students ($7 to $1,179);
- Teacher materials including teachers' editions and assessment tool ($7 to $47); and
- Professional guides for administrators and teachers including a classroom library ($30 to $115).

Contact Information: http://www.sra-4kids.com/ or call (888) SRA-4543.

Open Court Phonics

Publisher: SRA McGraw-Hill
Cost: Call for pricing
Grades: K-3
Description: Although this program is not specifically designed for LEP students, it frequently appears in exemplary English immersion programs. This program provides the phonics aspects of *Open Court Reading* in a separate format. It introduces students to the alphabet, concepts of print, and reading behaviors by connecting sounds to words and letters. Materials vary for each grade level but generally include a phonics workbook and kit with a variety of flashcards, a phonics audiotape, take-home workbooks, and a teachers' guide. Prices for workbooks are under $10 and whole kits about $350.
Contact Information: http://www.sra-4kids.com/ or call (888) SRA-4543.

Reading Mastery

Publisher: SRA McGraw-Hill
Authors: Siegfried Engelmann, Elaine C. Bruner, Susan Hanner, Jean Osborn, Steve Osborn, and Leslie Zoref.
Cost: Call for pricing
Grades: 1-6
Description: Although this program is not specifically designed for LEP students, it frequently appears in exemplary English immersion programs. This is a direct instruction program with scripted lesson plans for teachers. It is designed to provide students a brisk pace and instant feedback. The program contains explicit phonics instruction with a special alphabet to minimize letter confusion. Materials vary for each grade level but

generally include:

- Student materials with storybooks and workbooks ($12 to $40);
- Teacher materials and guides ($20 to $480);
- Additional resources like skill profiles and assessment tools ($20 to $50);
- Literature collections ($15 to $60); and
- Independent Readers library sets with a variety of books ($50 to $230).

Contact Information: http://www.sra-4kids.com/ or call (888) SRA-4543.

Breaking the Code

Publisher: SRA McGraw-Hill
Cost: Call for pricing
Grades: 4-12

Description: Although this program is not specifically designed for LEP students, it is designed for troubled readers who either cannot read at all or are two or more years below grade level. It frequently appears in exemplary English immersion programs. A phonics-based reading program, it develops basic skills in spelling, decoding, comprehension, and handwriting. Materials include:

- Student notebooks ($15)
- Teachers' guide ($51)
- Phonics package ($154)
- Various support materials like flashcards and assessment books ($5 to $100)

"This program contains explicit systematic phonics for secondary low readers. Very similar in format and approach to the Open Court elementary program with Open Court style alphabet cards, emphasis on blending, scripted lessons"—Doug Lasken, Los Angeles County Office of Education.

Contact Information: http://www.sra-4kids.com/ or call (888) SRA-4543.

Corrective Reading

Publisher: SRA McGraw-Hill
Authors: Siegfried Engelmann, et al.
Cost: Call for pricing
Grades: 4-12

Description: Although this program is not specifically designed for LEP students, it is designed for students who have not succeeded in other programs and do not learn on their own. It frequently appears in exemplary English immersion programs. The program is flexible and allows students to work on decoding or comprehension or both. Lessons are tightly sequenced and scripted. Materials vary for each grade level but generally include:

- Teacher presentation books with guides and lesson plans ($15 to $155);
- Student workbooks and hardcover books ($17 to $45); and
- Additional resources, practice and enrichment materials, and test packets ($18 to $35).

"This is a more complete program, not just phonics"—Doug Lasken, Los Angeles County Office of Education.

Contact Information: http://www.sra-4kids.com/ or call (888) SRA-4543.

Into English

Publisher: Hampton Brown
Cost: Full classroom sets, up to $754
Grades: K-6

Description: This program is specifically designed for LEP students, and it frequently appears in exemplary English immersion programs. The program integrates content-based instruction to core curriculum with visuals and literature to create a language-rich learning environment for second-language learners in grades K-6. The program is designed to incorporate multilevel teaching strategies and contains consistent, easy-to-use lesson plans. The program also provides assessment that monitors student growth across proficiency levels and contains a special section for newcomers. Materials vary for each grade level, but classroom sets generally include:

- Content posters
- Literature books
- Audiocassettes
- Teachers' guide

Add-on components are also available and include:

- Classroom ESL library ($175)
- Literature sets ($45)
- Student language and activity logs ($5)

Contact Information: http://www.hampton-brown.com/ or call (800) 933-3510.

Phonics and Friends

Publisher: Hampton Brown
Cost: Full classroom sets, up to $1,353
Grades: PreK-2

Description: Although this program is not specifically designed for LEP students, it frequently appears in exemplary English immersion programs. This program is designed as a phonics-based program that contains systematic, explicit instruction focusing on one skill at a time. It contains multiple levels for flexibility and can be

integrated into existing curricula. Materials vary for each grade level, but classroom sets generally include:

- Sing-along books and CD and tapes
- Rhyme cards
- Storybooks
- Take-home workbooks
- Teachers' guide
- Sound and letter packs

"A reading program that fits well with many English-Language-Development programs"—Russell Gersten Ph.D. University of Oregon.

Contact Information: http://www.hampton-brown.com/ or call (800) 933-3510.

Success for All

Publisher: Success for All Foundation

Cost: $70,000 to $85,000 (for 500 students for the first year)

Grades: K-6

Description: Although this program is not specifically designed for LEP students, it frequently appears in exemplary English immersion programs. Schools that wish to use this program must sign a contract with the Success for All Foundation and establish a schoolwide curriculum. *Success for All* is designed to work with existing learning materials from other publishers a school may already be using. *Success for All* is a comprehensive K-6 restructuring program for elementary schools, based on prevention, early and intensive intervention, and tutoring for students with academic difficulties. The program also integrates phonics, meaning-focused instruction, cooperative learning, and curriculum-based assessments. At the second- through fifth-grade levels, students use school- or district-selected reading materials. This program emphasizes cooperative learning activities built around partner reading; identification of characters, settings, and problem solutions in narratives; story summarization; writing; and direct instruction in reading comprehension skills. At all levels, students read books of their choice for 20 minutes each evening as homework. *Success for All* does offer supplemental materials and classroom sets that can vary widely in price and include brochures, cassettes, videos, literature books, flashcards, and assessment tools. Math and science materials are also available.

Contact Information: http://www.successforall.net/ or call (800) 548-4998.

Rewards: Reading Excellence Word Attack and Rate Development Strategies

Publisher: Sopris West

Authors: Archer, Gleason, and Vachon.

Cost: Teachers' Guide, $45; Student Book, $6 (set of 10 is $49)

Grades: 4-12

Description: Although this program is not specifically designed for LEP students, it frequently appears in exemplary English immersion programs. Designed for grades 4-12, this program helps students decode long words; increase their oral and silent reading fluency; and improve comprehension. Materials include:

- Teachers' guide with a comprehensive introduction;
- 20 comprehensive teacher-directed lessons; and
- Overhead transparencies, assessment tests, and practice word lists.

All student materials needed for the program are included in the Student Book.

Contact Information: http://www.schoolviolence.net/ or call (303) 651-2829.

Language!

Publisher: Sopris West

Author: Jane Fell Greene, Ed.D.

Cost: Instructors' Manual, $39; Student Book, $5.25

Grades: 1-12

Description: This program is specifically designed for at-risk, Title I, and LEP students; it frequently appears in exemplary English immersion programs. Designed for grade levels 1-12 and adults, this is a comprehensive intervention curriculum for students who lack age- or grade-level mastery in reading, writing, and spelling. Includes decoding, spelling, comprehension, composition, grammar, vocabulary, mechanics, usage, figurative language, expository and narrative writing, and literature. Materials include instructors' manuals for three different levels, and Student Mastery books. Complete kits are also available for elementary ($275—includes course syllabus, teachers' manual, resource guide, sounds and letters cards, student mastery books, and language readers), and middle/high school ($350—includes course syllabus, teachers' manual, resource guide, sounds and letters cards, student mastery books, and language readers). Classroom sets, which include student mastery books and readers, are available for 20 students ($1,195) and for five students ($285). Free preview video is available.

Contact Information: http://www.schoolviolence.net/ or call (303) 651-2829.

THE LAW

THE LAW

It Works, But Is It Legal?

What You Should Know about English Immersion Programs and the Law

By Jim Littlejohn

The Office for Civil Rights (OCR) in the U.S. Department of Education investigates school programs for teaching English-learners to ensure that the programs meet federal civil rights requirements. School officials want to comply with the federal civil rights laws and to observe their moral and legal obligation to ensure that school policies and practices do not discriminate. But it is not always easy to know the specific requirements, or to anticipate what a particular OCR office may demand.

Schools that are unprepared to deal with an OCR investigation often find themselves reworking their programs to meet OCR's demands. This section of the guide provides school officials with critical information on how to develop a compliance program that will avoid or minimize problems with OCR while providing quality education for English-learners.

Does an English immersion program meet federal civil rights requirements?

Yes. A well-implemented English immersion program meets all federal civil rights requirements for teaching English-learners. Under federal law, schools may choose any educational program that is based on a sound educational theory. Aside from meeting federal civil rights requirements, an English immersion program is a good choice for a number of other reasons. For example:

1. English immersion programs focus on teaching English to English-learners from day one, unlike many bilingual programs that give priority for several years to instruction in the native language.

2. English immersion programs minimize the segregation of English-learners from other students. A good program is designed so that most English-learners will acquire enough English to participate in a regular classroom within one year. This provides school officials with more options for integrating the students into classes with native English speakers.

3. Academic instruction for English-learners, using sheltered instruction and similar techniques, can begin within a short time and increase quickly as the student learns more English.

4. School administrators can train English-speaking teachers (including bilingual teachers) to teach English-learners using immersion techniques. This results in a much larger pool of available, well-qualified teachers for English learners and avoids the teacher shortage problems that plague bilingual education programs.

Tips for School Administrators Faced with an OCR Investigation

An Office for Civil Rights investigation regarding programs for English-learners can be a frustrating experience for school administrators and an expensive proposition for the school system. School officials want to comply with the federal civil rights laws and to observe their legal obligation to ensure that school policies and practices do not discriminate. It is not always easy to know the specific requirements, or to anticipate what a particular OCR office may demand. The following reminders can be the basis of an effective strategy for maintaining local autonomy while meeting federal requirements.

1. Know your program well.
2. Know OCR's policies and the law.
3. Don't be afraid to question OCR demands.
4. Don't promise more than you can deliver.
5. Document everything.
6. Request written findings before acting.
7. Never stop negotiating.

5. All curriculum materials are in English. This enables schools to coordinate reading programs within and among the elementary schools, and eliminates costly efforts to create a curriculum within a curriculum as required in bilingual education programs.

May a school system switch from a bilingual education program to an English immersion program if it has a compliance agreement with OCR that requires a bilingual education program?

Yes. OCR cannot dictate which programs a school may offer its English learners. The agency expects schools to inform it when they make substantive changes to a program covered under a compliance agreement. This is not a regulatory requirement, but it is a good practice for schools to provide OCR with an outline of their new program and give notice that changes have been made.

What are the other federal requirements related to teaching English-learners?

OCR has interpreted federal law to cover a number of categories related to programs for English-learners. School officials should consider the significant areas summarized below as they develop or revise their civil rights compliance programs.

Identification of Students' Primary or Home Language

OCR policy states that schools must take affirmative steps to assist English learners "who are learning English as a second language, or whose ability to learn English has been substantially diminished through lack of exposure to the language." Federal requirements generally do not cover "national origin-minority students whose only language is English, and who may be in difficulty academically, or who have language skills that are less than adequate."

OCR requires schools to identify all students who have a primary or home language other than English (PHLOTE) by surveying parents and obtaining answers to questions such as:

1. Did your child first learn to speak in a language other than English?

2. Does your child currently speak a language other than English?

3. Is a language other than English spoken in the home (by parents, grandparents, or other persons)?

If the answer to any of the above questions is "yes", a student is classified as having a PHLOTE. Schools should provide training to staff who interview parents regarding their children's primary or home language, and school staff who conduct interviews with parents should speak the appropriate languages.

Language Assessment

OCR requires schools to assess the English language abilities of all PHLOTE students, but provides few details in its written policies about acceptable procedures for doing this. However, through its investigative practices, OCR requires a number of detailed language identification and assessment procedures that often mistakenly classify English-speaking students as English-learners. Further, the agency will find a school district in violation of Title VI if it fails to assess the language abilities of all PHLOTE students in the manner determined appropriate by OCR.

Below are some suggestions on how to prepare for an OCR review related to the language assessment issue.

1. Ensure that procedures are in place to assess PHLOTE students' proficiencies in four areas: oral English, reading, writing, and understanding. Schools that offer bilingual education instruction are also required to assess students' abilities in a language other than English.

2. Where available, use commercially developed tests that have been determined to be reliable and valid for the students being tested.

3. School officials should not rely solely on test scores. Teachers of English-learners as well as parents should also be consulted to determine whether the initial placements appear to be correct. Since OCR does not like schools to rely on teacher recommendations, schools should document the procedures followed in arriving at their decisions.

4. If commercially developed tests are not available, establish the best available alternative assessment procedures (e.g., student interviews combined with teacher observations).

5. OCR requires that staffs who administer the tests speak and understand the language of the students and be properly trained. If there is no school staff member who speaks the necessary languages, OCR may require schools to train parents or other persons in the community to assist in the assessment process.

Program Exit Criteria

OCR policy states, "Generally, a recipient will have wide latitude in determining criteria for exiting students from an alternative language program, but there are a few basic standards that should be met." OCR cautions that:

1. Exit criteria should be based on objective standards, such as standardized test scores.

2. The district should be able to explain why it has decided that students meeting those standards will be able to participate meaningfully in the regular classroom.

3. Exit criteria that simply test a student's oral language skills are inadequate.

4. Students should not be exited from the LEP program unless they can read, write, and comprehend English well enough to participate meaningfully in the recipient's program.

5. Alternative language programs cannot be "dead end" tracks to segregate national origin-minority students.

If OCR guidance were strictly followed, a large number of so-called English-learners would never exit alternative language programs, especially bilingual education programs. Schools should determine the exit criteria that work best for their students and staff, but continue appropriate assistance to English-learners in English for as long as they need it.

School administrators should be prepared to defend with appropriate data their exit criteria and to negotiate their preferences with OCR. For example, in 1999, the Denver Public Schools negotiated with the U.S. Department of Justice (acting on behalf of OCR) exit criteria for its bilingual program that expect English learners to exit bilingual education programs within three years, and gives teachers a significant role in the decision.

Staffing

OCR's policy states that a regular state teaching certificate may be insufficient for teachers of English-learners; something more is required. The following summarizes OCR guidance on staffing requirements.

1. Structured English immersion teachers need not be bilingual to teach effectively.

2. A district operating a bilingual education program must have teachers in the program that, at a minimum, should speak, read, and write both languages. The district should be able to show that its bilingual teachers have those skills.

3. A district that uses a method other than bilingual education, such as ESL or structured immersion, should ascertain that teachers who use those methods have been adequately trained. This training can take the form of in-service training or college coursework, or some combination of the two.

4. In ensuring that all teachers of English-learners have the necessary skills, a district should use validated evaluative instruments (tests that have been shown to measure the skills in question). The teacher's classroom performance must also be evaluated by someone familiar with the method being used.

5. If a district has a bilingual program and uses bilingual teacher aides, the district should be able to demonstrate that its aides have an appropriate level of skill in speaking, reading, and writing both languages.

6. Bilingual aides should work under the direct supervision of certificated classroom teachers. Students should not be getting instruction from aides instead of teachers, except on an interim basis.

OCR has substantially expanded its requirements for staff training, regardless of the type of program the school system operates. The agency now requires schools to retrain virtually every teacher in the district who has any classroom contact with English-learning students, even if the teachers are fully certified by the state.

Schools with large numbers of English-learners should inventory the qualifications and training courses of current staff. When OCR requires additional training, school administrators will be in a better position to implement training that meets their specific needs. School officials who disagree with OCR-imposed training should be prepared to document the qualifications of the current teaching staff and to show how additional training is not necessary for the district to implement its programs for English-learners.

Access to Special Programs

School officials should be aware that OCR often investigates whether English-learners are assigned in disproportionate numbers to special education classes, and whether such students are receiving special assistance in learning English and academic subjects. OCR staff are not experts in special education. *Therefore, school officials*

should not easily give in to OCR demands for reevaluating students or other changes to special education procedures. Changes should only be made when school officials agree that their procedures may not conform to the IDEA or Section 504 requirements.

OCR also examines the number and percent of English learners who are participating in gifted-and-talented programs and advanced placement classes. The general requirement is that English learners cannot be categorically excluded from such programs. Schools should ensure that the entry criteria for these programs provide all students who meet the criteria with an opportunity to be in the programs. However, school officials should not revise the criteria if they believe that doing so will substantially weaken the program or be inconsistent with program goals.

Program Evaluations and Modifications

OCR policy states, "If a recipient does not periodically evaluate or modify its programs, as appropriate, it is in violation of the Title VI regulation unless its program is successful."

The policy does not clearly define what a "successful" program is, but does offer the following guidance:

> Generally, "success" is measured in terms of whether the program is achieving the particular goals the recipient has established for the program. If the recipient has established no particular goals, the program is successful if its participants are overcoming their language barriers sufficiently well and sufficiently promptly to participate meaningfully in the recipient's program.

This circuitous language allows the agency a great deal of discretion in interpreting whether schools' evaluations are adequate and whether their programs are, in fact, successful. As a result, few school systems, even those with good evaluation programs, can meet OCR's unwritten requirements. For example, OCR now routinely requires school systems to implement sophisticated longitudinal testing studies that show progress for English-learners versus English speakers. OCR also requires schools to keep extensive documentation on all aspects of their programs for English-learners and to submit voluminous annual reports to the agency.

School administrators should have reasonable procedures to evaluate the effectiveness of their programs for English-learners. Achievement standards and accountability systems are important ways to measure the effectiveness of the instructional program and the educational progress of all students. However, school officials may want to challenge OCR demands for additional, elaborate evaluation systems that require substantial time and staff resources.

Parental Notification and Permission

OCR policy states "school districts have the responsibility to adequately notify national origin-minority group parents of school activities which are called to the attention of other parents. Such notice in order to be adequate may have to be provided in a language other than English." As a general rule, OCR requires almost all notices to be translated from English to all other languages spoken in a district. If the numbers of parents from a particular language group are quite small, school officials may be able to negotiate less-formal procedures for communicating with non-English speaking parents.

Another important issue is whether parents of English-learners must grant permission for their child to participate in a bilingual program or may withdraw their child from such programs. This issue arises most often when parents of English-learners want their children to learn English quickly, but are faced with a state or school system requirement that their children be placed in bilingual education programs. OCR has no written policy on this issue, and there appears to be very little uniformity among OCR regional offices in its implementation. For example, the Dallas OCR office pressured schools in Texas to adopt very strict and burdensome procedures designed to discourage parents from withdrawing their children from the bilingual program. In contrast, the Boston OCR office accepted parental choice as a legitimate factor in deciding the placements of English-learners.

School administrators should not be persuaded by OCR to adopt parental permission procedures that are not consistent with the preferences of the local community.

Segregation of English-Learners

OCR policy provides that segregating LEP students for both academic and nonacademic subjects, such as recess, physical education, art, and music could violate the anti-segregation provisions of Title VI. But the agency does not confront the long-term segregation of English-learners into bilingual education programs. This is in stark contrast to how OCR judges other programs and practices such as ability grouping that may result in a high degree of separation of minority students from non-minority students. In such cases, OCR challenges the grouping on the premise that there are other less segregative alternatives. The agency requires the school to adopt less-segregative methods for assign-

ing students to classes, whether or not the school finds these methods to be educationally feasible. These standards are not applied to bilingual education programs.

English immersion programs are clearly the least segregative alternative to long-term bilingual education programs. Students learn English quickly when taught through immersion techniques. With proper attention to details, classes can be structured to integrate English-learners very early into classes with English-speaking students for at least part of the school day. As students progress in English, the time spent in English-speaking classes should be increased. A good English immersion program seeks to move English-learners into regular English-speaking classrooms within one school year. This does not mean that all remedial assistance to the students is halted. Appropriate assistance to strengthen English language skills and enable the student to advance in academic subjects should continue as needed, but it should be provided in English, and in integrated classrooms.

Schools have a number of choices for implementing effective English immersion programs that meet legal requirements and ensure full integration of English-learners into the educational mainstream as quickly as possible. Initially, the greatest emphasis should be on teaching English-learners to speak English sufficiently well to understand regular classroom instruction. To reach this goal, it is essential that the school have an appropriate number of teachers trained in English immersion teaching techniques and strategies. Second, it is important to provide English-learners with appropriate content instruction as soon as feasible. The time for beginning content instruction will depend on the capacity of the individual student and the instructional resources.

A good strategy to expedite content instruction is to identify a few key teachers of academic subjects (e.g., social studies, math, science) and provide them training on English immersion and sheltered instruction techniques. These teachers should be the first to teach English-learners who are ready to begin content instruction. The cadre of subject matter teachers should work closely with the English immersion teachers to ensure coordination of English vocabulary and concepts. With such cooperation among the instructional staff, English-learners can begin content instruction early and have the added benefit of being in classes with other English speakers.

For more information about OCR's policies and practices see: *Federal Control Out of Control: The Office for Civil Rights' Hidden Policies on Bilingual Education*, www.ceousa.org.

State Requirements for Educating English-Learners

By Anita Garcia and Cynthia Morgan

ALABAMA
Alabama has no mandate.

ALASKA
Bilingual education is mandated for every school that has eight or more students who can speak a common language other than English. This applies to both LEP and non-LEP students. Districts may apply for a waiver from these requirements.

ARIZONA
A ballot initiative approved by voters in November 2000 requires that all students be educated through structured English immersion unless they receive a parental waiver.

ARKANSAS
Arkansas has no mandate, however, state law requires all courses to be taught in English, "Any person violating the provisions hereof shall be deemed guilty of a misdemeanor and upon conviction shall be fined not to exceed twenty-five dollars, payable into the general school fund of the county."[1] However, school districts are allowed to establish ESL programs.

CALIFORNIA
A ballot initiative approved by voters in June 1998 replaced a bilingual education mandate with a new law that requires that all students be educated through structured English immersion unless they receive a parental waiver.

COLORADO
Colorado statutes require that instruction in public schools be conducted in English with the exception of LEP transitional programs that may be bilingual education or ESL and are required under Colorado's English Language Proficiency Act. The Denver School District Consent Decree requires the creation of a bilingual education program.

[1] Arkansas State CODE 6-16-104 1996.

CONNECTICUT
Any school or school district with 20 or more LEP students who speak any one language must provide a bilingual education program; however, legislative changes in 1999 limit bilingual education to 30 months and specify that no student may be placed in a bilingual program without prior parental informed consent. The new state law also calls for "sheltered" English immersion for students not placed in bilingual programs.

DELAWARE
There are no statutes or regulations. However, by law, English is the language of instruction. The state board of education recommends either bilingual or ESL programs for LEP students.

FLORIDA
State statutes require that either a bilingual or an ESOL program be provided if there are at least 15 students who speak the same language in a school; they must have access to a teacher who is proficient in their native language in addition to a trained ESOL teacher.

GEORGIA
State law requires schools to provide LEP student programs, designed to develop both the necessary English skills and American culture concepts for participation in regular English classroom instruction.

HAWAII
Hawaii administrative education rules forbid discrimination on the basis of national origin or race. This has been interpreted to mean that language-minority students must receive special services. Both ESL and bilingual education programs are allowed.

IDAHO
State law requires English to be the language of instruction. However, transitional programs may be provided for students who do not speak English in their homes. A consent decree requires a uniform, comprehensive, and appropriate program statewide.

ILLINOIS
Either a transitional bilingual education program or a transitional program of instruction must serve all students who are limited-English-proficient (LEP). Any school that has 20 or more LEP students of a single language group must establish a transitional bilingual education program. Any school with fewer than 20 LEP students of a particular language group may institute a bilingual program but must at the minimum institute a transitional program of instruction.

INDIANA
School districts are required to provide bilingual-bicultural programs for those students whose native language is not English, who speak a language other than English more often, or who live in a home where the language most often spoken is not English. The goal of the program is to assist students in reaching their full academic achievement and to preserve an awareness of cultural and linguistic heritage.

IOWA
There is no mandate. Iowa law allows for transitional bilingual and/or ESL programs.

KANSAS
Schools are required to establish programs for LEP students that integrate them into the regular educational programs and are taught

by qualified teachers, as determined by the state board. Schools are allowed to employ measures such as entering into a multi district arrangement to share the costs of the program. The state board of education established an advisory board to provide technical assistance to school districts.

KENTUCKY
There are no statutes or regulations.

LOUISIANA
There are no statutes or regulations.

MAINE
State law requires English to be the language of instruction, but allows for bilingual or ESL programs for LEP students. The program must provide transitional language support services to aid in the acquisition of communicative and academic English skills.

MARYLAND
State law establishes guidelines for creating both bilingual and ESL programs. Each school is required to establish either an ESL or bilingual education program for students identified as LEP through the home language survey as well as an assessment of English listening, speaking, reading, and writing skills.

MASSACHUSETTS
Any school district with 20 or more LEP students of any grade level and of a particular language group must offer a program of transitional bilingual education for the students. No school may place LEP children of different language backgrounds in the same bilingual program without the approval of the state department of education. Bilingual education programs may include English-proficient children. Multigrade classrooms are allowed, but the age spread between students cannot exceed four years, except for kindergarten, in which case the age spread cannot exceed one year. Additionally, the state board of education may, upon petition from a school committee, waive any of these requirements in a particular school district for such a time as is necessary to avoid undue hardship to that district.

MICHIGAN
Michigan no longer mandates bilingual instruction for LEP students. Schools are required to provide either ESL or bilingual programs, but only bilingual programs receive state funding.

MINNESOTA
The state does not require either a bilingual or an ESL program, but any district with either program is required to prevent LEP student isolation for any substantial part of the school day and to facilitate their integration into non-verbal subjects such as art, music, and physical education.

MISSISSIPPI
There are no state regulations.

MISSOURI
State statutes provide for the creation of programs for students who are at risk of dropping out of school. Bilingual and ESL programs are included under this provision to address the specific needs of LEP students.

MONTANA
There is no mandate.

NEBRASKA
Nebraska has no state statutes or regulations concerning LEP students or bilingual education programs. State law does require that schools teach in English.

NEVADA
Nevada's revised state statutes require the state board of education to establish a program to assist LEP students. The board has adopted regulations that endorse both ESL and bilingual instruction programs.

NEW HAMPSHIRE
New Hampshire has various policies included in each district's compliance plan, which must be individually approved by the Bureau of Equality at the New Hampshire Department of Education. New Hampshire largely uses the ESL programs for its LEP students; however, bilingual education programs are permitted.

NEW JERSEY
Any school district in New Jersey with 20 or more LEP students of any single language group is required to establish a bilingual education program. This requirement may be waived if a school district can establish that due to the age range, geographic location, or grade span of the LEP students, a full-time bilingual program would be impractical. The school district would still be required to implement a special alternative instructional program to serve these students. School districts with fewer than 10 LEP students must provide services to improve the English language proficiency of those students. When there are more than 10 LEP students within a school district, the district must establish an ESL program. All LEP students must be enrolled in one of the above programs and may be placed in regular English monolingual classes when they are ready to function in such a program. In addition, schools are not required to provide bilingual education to individual students for more than three years.

NEW MEXICO
New Mexico law establishes bilingual education programs as a local option, not a mandate. However, only bilingual programs can receive state funds. All state programs for English-learners must be reviewed at regular intervals by the school board, the state department of education, and a required parent advisory board. This evaluation should include students' achievement in English and in the home language.

NEW YORK
Each school district receiving state funds for programs for English-learners, which has 20 or more LEP students in the same grade level assigned to a building with the same native language, must have a bilingual education program. New York schools may not keep children in programs for English-learners for more than three years, but the state commissioner of education may extend that period with respect to individual students for up to six years total. Additionally, all LEP students' proficiency in English must be measured annually to determine if the student should remain in the program.

NORTH CAROLINA
The North Carolina Department of Public Instruction requires that each school district adopt a program for LEP students. North Carolina requires that these programs be ESL, bilingual education, or other programs that meet the needs of the students.

NORTH DAKOTA
North Dakota has no laws or regulations regarding LEP students.

OHIO

The Ohio Department of Education does not mandate that school districts use a particular approach to assist LEP students. The only mandate is that schools with a bilingual education program have one certified bilingual teacher for every 25 students. ESL programs are also used in addition to structured immersion and tutoring.

OKLAHOMA

The Oklahoma attorney general ruled in 1975 that schools must "make remedial efforts by providing bilingual classes or otherwise as necessary to meet the linguistic needs of pupils who enter school unable to speak and understand the English language."[2] English is still considered the basic language of instruction in Oklahoma, but other languages may be used to instruct students.

OREGON

Oregon doesn't require any specific programs for LEP students, but state law permits bilingual instruction for students "who are unable to profit from classes taught in English."[3] Special courses are offered until students can benefit from classes taught solely in English.

PENNSYLVANIA

Pennsylvania has no state laws concerning bilingual education or LEP programs. However, one curriculum regulation exists which states that every school district shall provide a program for each student whose dominant language is not English so that these students may obtain English proficiency. Programs must be either bilingual-bicultural or ESL instruction.

RHODE ISLAND

Each district is required to design a program to assist its LEP students. Most districts have chosen ESL programs. No other mandates or regulations exist in Rhode Island.

SOUTH CAROLINA

South Carolina has no statutes or regulations regarding education of LEP students.

SOUTH DAKOTA

South Dakota has no state laws or regulations for programs for LEP students.

TENNESSEE

Tennessee passed a Civil Rights Act in 1964 at the state level, which was amended in 1995 by Chapter 381 of the Public Acts. The act makes each district responsible for designing its own LEP program, having its resources effectively implemented, and proving its program is effective or under modification by regular evaluations. English as a Second Language programs are endorsed and are to be taught by ESL certified teachers. Furthermore, if the programs are not available in the student's home school, the district must provide transportation to a place where services are offered.

TEXAS

State statutes require school districts with 20 or more limited-English-proficient students in the same grade level "in any language classification" to establish a bilingual program. This mandate only applies to grades K through 6. LEP students in higher grades must be provided with either a bilingual or an ESL program.

UTAH

Utah statutes require all school districts to implement programs for LEP students. These can be bilingual, or ESL, or another established alternative. The San Juan County School District and the Navajo Nation entered into a consent decree that requires the district to establish a bilingual education committee to review the existing bilingual education program. The committee must determine whether to accept, improve, or expand the bilingual program. The school district relies on this new decision since it replaces the 1975 Agreement and Consent Decree.

VERMONT

Vermont has no statutes or regulations referring to the education of LEP students.

VIRGINIA

Virginia law mandates instruction in English that is designed to enhance the education of students for whom English is a second language. The state regulates that programs for LEP students "should include a means of identification, assessment, and placement in an appropriate education program."[4] Virginia only provides state funding to ESL and other non-bilingual programs.

WASHINGTON

Each school district board of directors must make available a transitional bilingual instruction program or an alternative instructional program, if the bilingual program isn't feasible. ESL programs qualify under alternative instructional programs. The programs are to last no more than three years, with the majority of funding being focused on the early elementary years. However, if a student is unable to demonstrate acceptable improvement, then he or she may remain in the bilingual or alternative instruction program.

WEST VIRGINIA

West Virginia has no statutes or regulations referring to the education of LEP students.

WISCONSIN

Wisconsin state law requires bilingual-bicultural education programs for each language group, if there are 10 or more limited-English-speaking students in kindergarten to grade 3, or 20 or more LEP students in grades 4 to 12. These students are to be taught by bilingual teachers with bilingual counselors made available to high school students. However, if bilingual teachers aren't available, certified ESL teachers upon approval of the state superintendent may teach the program.

WYOMING

Wyoming has no statutes or regulations dealing with the education of its LEP students.

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[2] Opinion 75-231. Issued Oct. 2, 1975.

[3] *Oregon Revised Statutes 1995 Edition.* 336.074-336.075.

[4] *Code of Virginia.* Section 22.1-212.1

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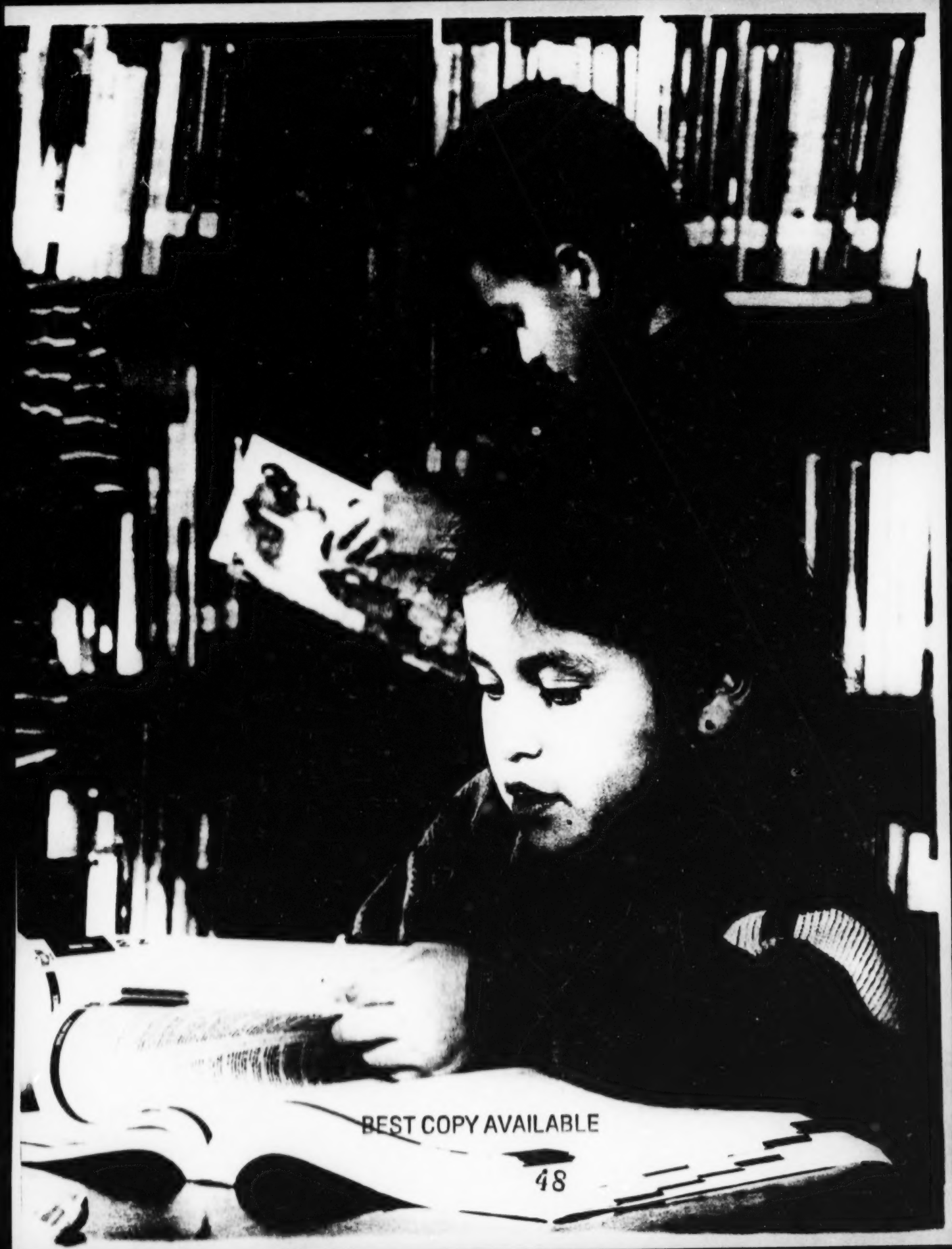

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